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ABSTRACT

These proceedings represent a compilation of the papers presented at a conference on entrepreneurship education that was designed to promote the infusion of entrepreneurial concepts into vocational education curricula. Included in the first section of the volume are descriptions of the following projects sponsored by the U.S. Department of Education, Office of Vocational and Adult Education: a task force on entrepreneurship and training, a project to promote economic development through entrepreneurship and training, and the development of an entrepreneurship education network. The second part of the proceedings consists of the texts of various papers presented at the forum, including "Entrepreneurship--Expanding Horizons for Vocational Education," by Edward D. Miller; "Entrepreneurship Education and the Joint Council on Economic Education," by John E. Clow; "What Can Be Done to Help U.S. Business: A Women's Business Enterprise Perspective," by Charlotte Taylor; "A National Management Development Program for Minority Business Enterprise by Private and Public Sector Partnerships," by John Russell; and "Sustaining a Dream," by Paul A. Donais. Concluding the proceedings are a series of presentations by representatives of lead states that discuss entrepreneurship education programs in Colorado, Florida, Maryland, New York, Ohio, Oregon, Wisconsin, Washington, D.C., Michigan, Pennsylvania, and Massachusetts. (MN)

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THE
ENTREPRENEURSHIP EDUCATION
FORUM

Proceedings of a Conference
September 21-22, 1983

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THE OHIO STATE UNIVERSITY
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THE NATIONAL CENTER MISSION STATEMENT

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INTRODUCTION

These proceedings represent a compilation of the papers presented at the "National Entrepreneurship Education Forum"--an activity conducted by the National Center for Research in Vocational Education under the sponsorship of the U.S. Department of Education, Office of Vocational and Adult Education. As one of a series of national-level activities designed to promote the infusion of entrepreneurial concepts into vocational education curricula, the Forum's basic purpose was to promote the free exchange of ideas and opinions among participants. The information presented here, therefore, does not necessarily represent the positions or policies of either the U.S. Department of Education or the National Center for Research in Vocational Education.

No attempt has been made to edit these papers or make them conform to a standard format. However, the papers have been organized according to their order of presentation at the Forum. First, explanatory remarks about national-level entrepreneurship education activities are provided by representatives of the U.S. Department of Education, Office of Vocational and Adult Education; Oklahoma State University; and the National Center for Research in Vocational Education. Next, presentations by the Forum's guest speakers are included, followed by the remarks of representatives from the eleven states currently designated as "lead states" in the development of state entrepreneurship education task forces. Finally, papers presented by other Forum participants are arranged according to the five "stages" represented in the National Center's project model for lifelong entrepreneurship education. (These stages are further explained in the description of the National Center's "Development of an Entrepreneurship Education Network" project.) A complete list of Forum participants is also included in the appendix of these proceedings for the convenience of the reader.

We sincerely appreciate the effort and thought behind each of these papers, and the commitment to entrepreneurship education demonstrated by Forum participants. With such enthusiasm behind us, we are already well on the way toward achieving our ultimate goal: the development of a nationwide support network for entrepreneurship education in the United States.

Project Staff
The Development of an Entrepreneurship Education Network
The National Center for Research in Vocational Education
September 1983

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National Entrepreneurship Education Forum

September 21, 1983

8:30 a.m.	Welcome	Robert E. Taylor (National Center for Research in Vocational Education)
8:45 a.m.	Conference Overview	Cathy Ashmore (NCRVE)
9:00 a.m.	National Vocational Entrepreneurship Education Task Force	Alba Moesser (U.S. Dept. of Ed.)
9:10 a.m.	Lifelong Learning Model	Mel Miller (Oklahoma State University) Ben Rivera (Oklahoma State University)
9:45 a.m.	Entrepreneurship & Economic Development	James Thomson (U.S. Small Business Admin.)
10:15 a.m.	Break	
10:30 a.m.	A Look at the Needs of Vocational Education	Edward Miller (National Advisory Council on Vocational Education)
11:00 a.m.	Economic Understanding for Small Business Support (Panel)	Betsy Schwammberger (National Federation of Independent Business) John Clow (Joint Council on Economic Education) Jerry Feigen (U.S. Small Business Admin.)
12:00 noon	Lunch at the National Center	
1:00 p.m.	Vocational Education's New Involvement	Jack Struck (Nat'l. Assoc. of State Dir. of Vocational Education)
1:30 p.m.	Presentation of Participants' Entrepreneurship Activities	Novella Ross (NCRVE)
	Panel Facilitators:	

Stage 1 - Juliet Miller (National Vocational Guidance Association)
Stage 2 - Ed Davis (Distributive Education Clubs of America)
Stage 3 - Marty Stemm (Junior Achievement)
Stage 4 - Carol Eliason (American Association of Community and Junior Colleges)
Stage 5 - Yvonne Rappaport (Coalition of Adult Education Organizations)

4:00 p.m.	Group Feedback	
6:30 p.m.	Hospitality Hour at the Fawcett Center	(Sponsored by NFIB)
7:30 p.m.	Dinner at the Fawcett Center	
	Introduction	Linda Pfister (NCRVE)
	Guest Speaker: "What Might Be Done About Entrepreneurship Education"	Al Shapero (Ohio State University)

September 22, 1983

8:00 a.m.	How to Help U.S. Business (Panel)	Kent Millington (National Association of Self-Employed) John Russell (U.S. Department of Commerce) Paul Donais (American Management Association) John Maheney, Jr. (Ohio Council of Retail Merchants and American Retail Federation) Charlotte Taylor (CTA - A Management Group,Venture Concepts)
9:30 a.m.	Developing an Action Plan	Novella Ross/Louise Vetter (NCRVE)
11:30 a.m.	Lunch with Small Business - On The Lane	
1:30 p.m.	Electronic Newsletter Demonstration	Phyllis Baker/Sharon Fain (NCRVE)
2:00 p.m.	Consensus on Action Plan	Louise Vetter (NCRVE)
3:30 p.m.	Closing Remarks	Novella Ross (NCRVE)

This Forum is sponsored by the U.S. Department of Education,
Office of Vocational and Adult Education.

DESCRIPTION OF ACTIVITIES AND PROJECTS SPONSORED BY THE U.S. DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL AND ADULT EDUCATION

THE NATIONAL ENTREPRENEURSHIP EDUCATION TASK FORCE

TASK FORCE ON

ENTREPRENEURSHIP EDUCATION

U.S. DEPARTMENT OF EDUCATION

OFFICE OF
VOCATIONAL AND ADULT EDUCATION

TASK FORCE ON ENTREPRENEURSHIP EDUCATION

The Task Force on Entrepreneurship Education in the U.S. Department of Education was initiated in September, 1981. It was established under the authority of the Assistant Secretary for Vocational and Adult Education, Dr. Robert M. Worthington.

WHAT IS THE MISSION OF THE TASK FORCE?

The mission of the Task Force on Entrepreneurship Education is to assume national responsibility and leadership for the promotion and expansion of entrepreneurship education and training as an integral part of vocational and adult education with primary emphasis on orientation and exploration experiences for young people, preparation of potential business owners, job creation, and developing and upgrading survival skills of business owners.

WHAT ARE THE GOALS OF THE TASK FORCE?

The overall goal of the Task Force is to infuse entrepreneurship education and training initially in all vocational and adult education programs, and ultimately in all education programs at all government and academic levels.

The specific goal of the Task Force is to undertake activities which will foster further developments in entrepreneurship education and training by addressing self-employment aspirations, job creation issues, coordination and collaboration with cognizant local, state, and federal agencies, materials development, inservice training of teaching and supervisory personnel, and other support initiatives.

WHAT ARE THE OBJECTIVES OF THE TASK FORCE?

The general objectives include:

- To promote quality entrepreneurship education as an integral part of vocational and adult education.

- To promote economic development through education and training for small business ownership and management;
- To coordinate the Department of Education entrepreneurship efforts with relevant programs in other federal agencies to improve the delivery of services to present and future entrepreneurs;
- To coordinate the efforts of the task force with those of the Minority Business Development Agency and the Interagency Council on Minority Business Enterprise to foster minority enterprise development;
- To coordinate the Department of Education entrepreneurship efforts with the efforts of the private sector and public organizations in promoting this education and training in local school districts;
- To provide technical assistance to states and local entities in developing and improving entrepreneurship programs;
- To establish an information clearinghouse on entrepreneurship education and training by cataloging available curriculum materials and outstanding programs;
- To coordinate the dissemination of information about relevant successful and replicable programs and delivery models.

HOW DOES THE TASK FORCE FUNCTION?

Entrepreneurship education in vocational and adult education must become a priority on our national education agenda. The Task Force will play an important role in helping to revitalize the economy, increase employment, and stimulate our national productivity.

Fur further information contact:

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Alba Moesser
U.S. Department of
Education

THE OFFICE OF VOCATIONAL AND ADULT EDUCATION'S TASK FORCE ON ENTREPRENEURSHIP EDUCATION

The Office of Vocational and Adult Education's Task Force on Entrepreneurship Education was established by Dr. Robert M. Worthington in 1981. Entrepreneurship Education has been one of Dr. Worthington's priorities since 1972 when, as Associate Commissioner for Adult, Vocational and Technical Education, he chaired a national Task Force on Education and Training for Minority Business Enterprise to determine the causes for the high attrition of minority small businesses. That Task Force found that the principal reason for entrepreneurs going out of business was due to lack of management skills. Dr. Worthington was determined to involve the then Department of Health, Education and Welfare in infusing entrepreneurship education in the Office of Vocational and Adult Education. It was unfortunate that a change of Administration did not allow Dr. Worthington to implement his wish. However, as soon as he became Assistant Secretary in charge of OVAE, one of his first activities was to establish the OVAE Task Force on Entrepreneurship Education.

The Task Force on Entrepreneurship Education began its efforts by clarifying two items which have been intensively discussed by educators and others. One is the definition of entrepreneurship; the other one is what is meant by infusion of entrepreneurship education. After full consideration of definitions provided by writers, entrepreneurs, various organizations, and Federal agencies, the Task Force arrived at the following definition:

> "An entrepreneur is an individual who undertakes self-directed initiatives and assumes personal risks in creating and operating a profit-oriented business."

We have also recognized that while a small business person may be an entrepreneur, an entrepreneur is not necessarily the owner of a small business.

In relation to infusing Entrepreneurship Education, the question has been "how to infuse." We have come to the conclusion that there are several ways to accomplish this. Entrepreneurship Education may become part of a regular adult or vocational education class. For example, the teacher of auto mechanics may instruct students on how to be a good employee, as well as a good employer, by providing training on how to start a shop plus the basic skills needed to run a business. Or, a course on business start-up may be added to the auto mechanics curriculum. Or the teacher may encourage those students who would like to consider becoming employers to participate in a student organization program facilitating that training through their activities.

Having answered these two basic questions, the Task Force, under the direction of Mr. Mendez, during a seven-month period in 1982, developed a series of objectives. Based on those objectives, the following was accomplished at the end of that year:

1) Establishment of a management system for the TFEE

2) Promotion of entrepreneurship education with State and local leaders of vocational and adult education
3) Convening a meeting of experts in entrepreneurship education to work with the TFEE in resolving and identifying biggest problems; and
4) Designing an RFP to promote Economic Development through Entrepreneurship Education which resulted in the Oklahoma project.

This RFP was developed in conjunction with the Minority Business Development Agency of the Department of Commerce through an inter-agency agreement. Commerce put $200,000 and the Department of Education, $240,000, and awarded the contract to the Oklahoma State University for a period of two years.

During the 1982-83 school year, which is about to end, the TFEE, which I now chair, has accomplished the following:

1) Developed a Policy Statement for the Department of Education on Entrepreneurship Education
2) Developed a marketing plan for Entrepreneurship Education
3) Secured a person in each of the Department of Education's regional offices who has been assigned to promote Entrepreneurship Education
4) Developed a Statement of Work for the National Center for Research in Vocational Education to facilitate the establishment

of states' Task Forces on Entrepreneurship Education

5) Worked in conjunction with MBDA to plan a training program on Entrepreneurship Education for 12,000 students in 12 different cities and for 600 existing entrepreneurships

6) Developed a program for the Department of Education to celebrate Minority Enterprise Development Week, October 3-7, 1983

7) Actively participated in the planning of a conference to celebrate Women Business Owners Day on September 22, 1983

8) Encouraged the infusion of Enterpreneurship Education by locating such programs in VAE, particularly in areas where MBDA has centers

9) Contacted MBDC to inform them of identified programs and provided the specific information on such programs

10) Assisted at least one state, Mississippi, to develop an Entrepreneurship Program in its Industrial Teaching Programs

11) Contacted adult and vocational education directors throughout the United States and informed them of the TFEE efforts

12) Contacted all economic development liaison persons in each of the Governors' offices to determine who are the persons in charge of the State PICs and the JTPA programs

13) Began to work with student, professional, and business organizations to build up a network, as well as to inform them of MED Week plans and the TFEE efforts

14) Work slowly, but surely in infusing Entrepreneurship Education within the OVAE

15) Began to work with representatives of the Private Sector, particularly large corporations involved in franchising, banking, etc., who are interested in the development of Entrepreneurship Education.

I believe that these accomplishments demonstrate the commitment that the Office of Vocational and Adult Education has, under Dr. Worthington's leadership, to Entrepreneurship Education.

Our future objectives which should be accomplished by the end of this year will consist of the following:

1) Implement the marketing plan which has been undergoing some changes,
2) Initiate the work towards the establishment of at least five "partnerships" between existing businesses and educators for the purpose of assisting future as well as present entrepreneurs, and
3) Disseminate pertinent information to MBDCs, SBIs, SBDCs and vocational and adult educators at local, State and Federal levels to build up the network needed to increase Entrepreneurship education in all educational systems.

The Task Force on Entrepreneurship Education has a tremendous responsibility and an unmatchable will to accomplish its objectives. Nevertheless, the TFEE needs the active support of educators and members of the private sector to expedite its purpose and to assure that its objectives will have a long lasting life.

* * * * * * * * *

JAMES PARKER
OFFICE OF VOCATIONAL AND ADULT EDUCATION

Some points concerning Entrepreneurship Education's relevance for Adult Basic Education Programs.

- One-third of the U.S. adult population have not completed high school.
- Over 80% of adults enrolled in ABE/ASE are under 45 years of age.
- Over one-half of adults enrolled are minority.
- Of employed males: 35% of Blacks have not completed high school
  59% of Hispanics have not completed high school
- Of employed females: 28% of Blacks have not completed high school
  38% of Hispanics have not completed high school
- Many, but not a majority of, adults enroll in ABE programs for job-related reasons.
- Few ABE programs, it appears, include Entrepreneurship Education in their curriculum. However, "Employability Skills" are taught by many programs.
- All major ABE publishers have developed "Life Skills (including employability skills) curriculums." None, as far as we know, market Entrepreneurship materials at the ABE level.
- Job-related English is a growing component of ESL programs and curriculum. Also of high interest: competency-based approaches to ESL.
- Almost one-half of ABE students are unemployed nationally, while learner unemployment is much higher in certain communities and areas.
- Since much of ABE is individualized (personalized), special curriculum (like Entrepreneurship Ed.) can be prescribed in a targeted manner: for small business owners or workers with basic skill deficiencies, for example.
- Cuts in funds, and general economic conditions, have made it more difficult for state and local ABE managers to develop innovative approaches, materials, etc.
- Meanwhile, more demand is being placed on programs to provide services. High demand: from immigrants and the unemployed.
- By law, (Adult Ed. Act), 10% of federal funds must be invested in special projects and staff development programs. Some of these funds, coupled with special federal or other developmental funds, might be utilized for program infusion or special curriculum efforts re: Entrepreneurship Education.
- Certain states have a demonstrated interest in work-related ABE: California, New Jersey, Alabama, Utah, Texas, to name a few. These may be the most likely State Departments to approach re: Entrepreneurship Education for functionally illiterate adults.

PROMOTE ECONOMIC DEVELOPMENT THROUGH ENTREPRENEURSHIP EDUCATION AND TRAINING

The School of Occupational and Adult Education
College of Education
Oklahoma State University

A PROJECT

TO

PROMOTE ECONOMIC DEVELOPMENT THROUGH ENTREPRENEURSHIP EDUCATION AND TRAINING

Conducted by
School of Occupational and Adult Education
College of Education
Oklahoma State University

Funded by
U.S. Department of Education
Office of Vocational and Adult Education
In collaboration with
U.S. Department of Commerce
Minority Business Development Agency

PROMOTING ECONOMIC DEVELOPMENT

Benjamin Rivera
Project Director

(A paper presented to the National Center for Research in Vocational Education, Ohio State University, Columbus, Ohio. September 21, 1983.)

PROMOTING ECONOMIC DEVELOPMENT

A. Introduction

"A Project to Promote Economic Development Through Entrepreneurship Education and Training" is a collaborative effort between the U.S. Department of Education, Office of Vocational and Adult Education, and the U.S. Department of Commerce, Minority Business Development Agency. The purpose of this paper is to discuss project goals and to describe strategies that have been set in motion to promote the projected longrange outcome which is economic development.

B. Project Goals and Objectives

There are three major objectives underlying all project activities:

- To assist vocational educators and Minority Business Development Centers (MBDCs) to develop, improve and expand entrepreneurship education in their programs

- To promote the concept of entrepreneurship education at the vocational secondary and post-secondary levels and to increase coordination with MBDCs

- To develop and disseminate entrepreneurial training packages that will assist in achieving the first two objectives as well as fostering collaboration among existing entrepreneurship assistance agencies encouraging them to develop a coordinated plan for comprehensive entrepreneurial education and training

Stated in the project title (A Project to Promote Economic Development Through Entrepreneurship Education and Training) yet not explicitly in the objectives, is the underlying motivation for all entrepreneurship education--the desire to promote economic development. The assumption is that entrepreneurship education will result in the development, improvement and expansion of small business enterprises, which will in turn result in economic growth. Is this a correct assumption? Just what are the contributions of small business to the American economy? How does minority business compare to large and small business? The answers to the following questions reveal some impressive statistics.

° Small businesses make up 4.8 percent of all businesses in the United States with large and minority businesses making up 91 percent and 5 percent respectively. ____True ____False

° Large business generates approximately 54 percent of all sales produced by firms in the U.S. as compared to 45 percent generated by small business and 0.6 percent by minority businesses. ____True ____False

° Minority business employs 0.6 percent of all workers in American firms; small business employs 51 percent, and large business employs 48 percent. ____True ____False

In light of these figures, it would seem reasonable to assume that success in reducing small business failures, (including minority small business) in improving the operation of existing small businesses, and in developing new and innovative enterprises would indeed result in significant economic development.

C. Project Strategies

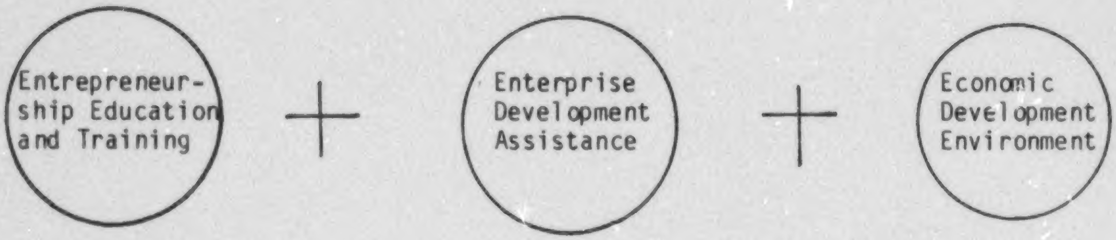
In order to achieve the desired outcomes, strategies were carefully selected with two overriding criteria in mind:

1. To make effective use of existing resources, and
2. To select strategies that would result in continuing efforts independent of the project.

- Targeted Audience - In order to ensure that existing entrepreneurship assistance and training programs become a part of collaborative efforts to avoid costly duplication of resources, to bring a broad spectrum of expertise to the network, and to provide representation for all facets of the entrepreneurship training process, the project "audience" in itself has been used as a strategy. Figure 1 identifies the three major components of economic development along with examples of organizations and agencies we view as part of the targeted audience for the project.

Project literature, research, and activities are geared to principal planners and decision makers within organizations, including representatives of those people who will actually implement the plans devised.

- Research - A comprehensive literature review has been conducted and condensed into an annotated bibliography which has been codified to identify significant characteristics such as--vocational education fields of service emphasized, appropriate educational level for which material is intended, suitability of material for use in technical business assistance, whether the material is oriented to meet the special training needs of minority entrepreneurs, and the inclusion of instructional strategies for classroom teachers.


Entrepreneurship Education and Training
+
Enterprise Development Assistance
+
Economic Development Environment

- Public Schools
- Vocational Education Programs
- Colleges
- Universities
- Junior Achievement
- DECA
- Entrepreneurship Centers
- National Small Business Training Network

- MBDA
- SBA
- Non-Profit Organizations
- Venture Companies
- Banks

- Legislators
- Chambers of Commerce
- National Federation of Independent Business
- City/State Planning and Economic Development Councils
- Labor/Trade Associations
- International Council of Small Business

FIGURE 1

This research has also served as the base for the development of conceptual models, program models and other elements to be included in two resource notebooks for use by vocational educators and MBDCs.

- Resource Notebooks - These will serve to assist program planners and decision makers in the development, improvement or expansion of entrepreneurship education and training programs. The strategy involved is to leave a concrete, usable tool with individuals who have the interest and authority to impact on entrepreneurship education in a positive way.

The notebook contents are centered around a lifelong learning model entitled "Enterpreneurship Education Training Model," and will contain such items an instructional strategies, model programs, an annotated bibliography, and an annotated list of assistance agencies, to mention a few.

- Educational/Instructional Strategies - These will be contained in the resource notebooks, but are discussed separately for emphasis. A special feature of the instructional strategies designed to assist vocational educators is the organization of the material around five developmental training stages introduced in the conceptual model created for this project. Educators will find several training strategies described for every level of entrepreneurship education, and related to pre-vocational, secondary vocational, post-secondary vocational and adult programs.
- Ten or More Model Programs - These also will be contained in the resource notebooks. Many model entrepreneurship training programs have been examined through the literature review, and a plan to collect additional information from all over the nation via the

State Directors of Vocational Education and participants of the local seminars is underway. After an initial evaluation, those judged to be exemplary will be described fully in the notebooks. This is another strategy to assist program planners in the development process independent of the project.

- Twenty Local Seminars - A series of training seminars are being planned across the country to bring together the key state and local organizations, agencies and individuals significantly interested or involved in training and assisting entrepreneurs. The desired outcome is an ongoing communication network which will promote, plan and implement training programs for potential and existing entrepreneurs. This network needs to involve representatives from all areas of economic development to ensure a "wholistic" approach to entrepreneurship training by using collaboration as a strategy to utilize all existing resources more effectively. Missing links will become evident enabling communities to develop programs to meet all entrepreneurship training needs.

D. Summary

The scope of this project is tremendous, and the potential impact on entrepreneurship education and training is significant. A movement of this size requires the cooperation of all parties responsible for and involved in economic development if the expected outcomes are to be achieved. Although the project's primary emphasis is entrepreneurship education and training, the importance of enterprise development and the economic development environment are recognized in the project objectives and strategies. Collaboration, not competition, is the key to developing successful entrepreneurs and enterprises.

Melvin D. Miller
Oklahoma State Univ.
School of Occupational
and Adult Education

A MODEL FOR LIFE-LONG ENTREPRENUERSHIP EDUCATION

In developing the Entrepreneurship Education and Training Model for the project "Promoting Economic Development Through Training for Small Business Ownership and Management," funded by the Department of Education through Oklahoma State University, several general concepts were considered to be fundamental and overriding determinants of strategies for developing entrepreneurial businesses in the United States. Those concepts include the following:

- A change process model must be employed as a strategy to encourage vocational education instructors to include entrepreneurship training as a major focus of their programs (a shift away from the basic tradition of preparing individuals to work for someone else)
- The individual's personal development is linear. At the same time it is recognized that each individuals processes or steps vary and do not follow a lock-step approach
- Society (including business, industry, government, and technology) is moving toward an entrepreneurship context
- Development of favorable attitudes toward entrepreneurship, and creativeness and innovativeness must be a focus of future training programs
- Personal, technical, and managerial skills for entrepreneurial activities must be developed
- Development of programs, materials, and strategies must result from public/private collaborative efforts, planning, and participation

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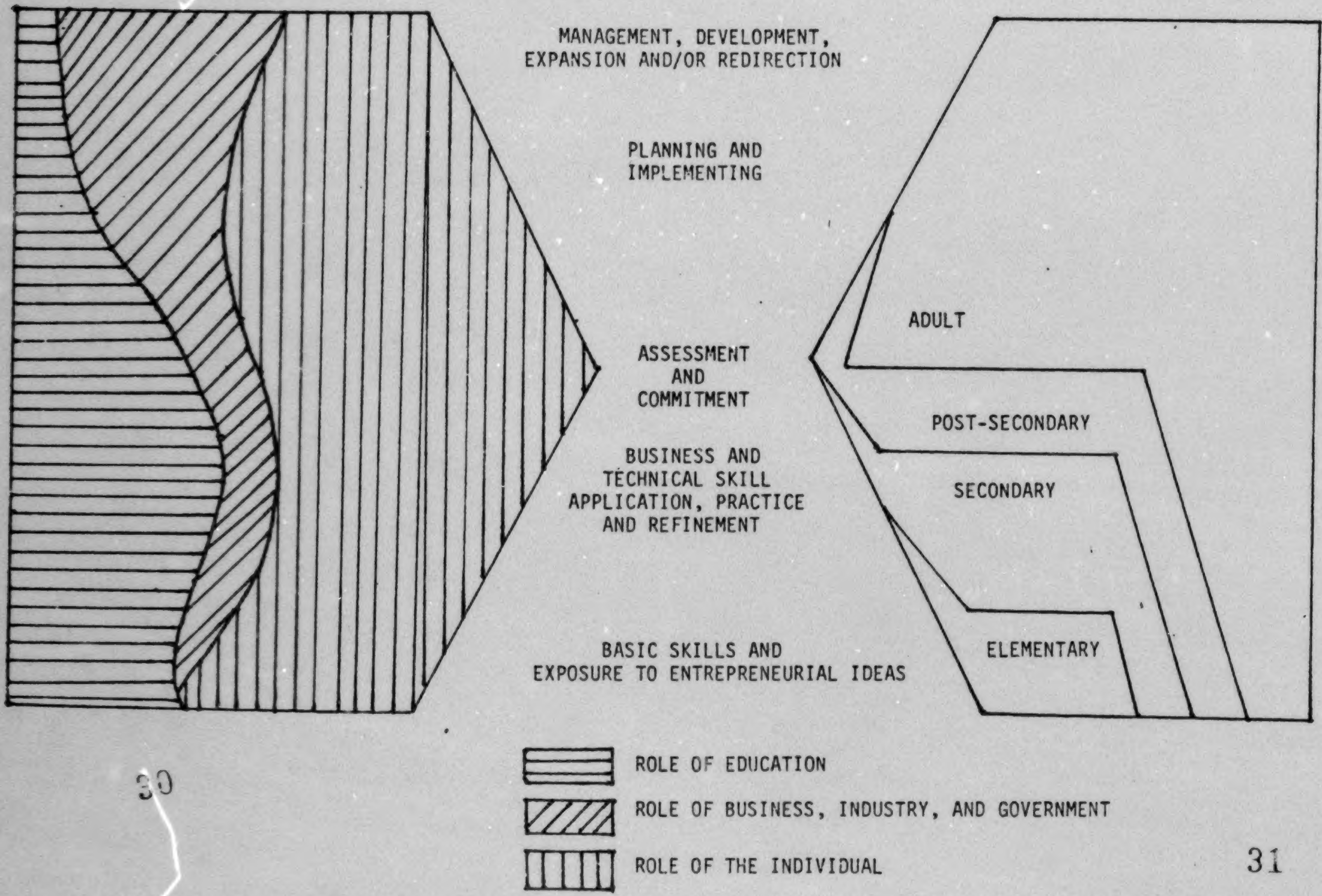
*A paper prepared by Melvin D. Miller, Director, School of Occupational and Adult Education, Oklahoma State University, Stillwater, Oklahoma, for the National Entrepreneurship Education Forum September 21-22, 1983, The National Center for Research in Vocational Education, Columbus, Ohio. The contribution and original work of Dr. Garry Bice, Oklahoma State Department of Vocational-Technical Education, served as a primary basis for these materials and is gratefully acknowledged by the presenter.

In thinking further about a model, historical data regarding entrepreneurial activity were studied. Moreover, barriers to successful entrepreneurship establishment, particularly those affecting minorities, were identified. These efforts led to the conclusion that the single most important problem in entrepreneurship development is the lack of an integrated, coordinated, and systematic plan to mobilize all of the available resources and focus efforts on the points of greatest potential payoff. By developing a model that delineates who is to be served, what type of needs must be met at what time, and how those needs should be filled, a format involving public/private collaboration began to take shape.

The Model (see page 3) has five stages leading to the establishment of individuals in successful entrepreneurial careers. To achieve this outcome individuals must develop an information base and basic literacy, and become aware of entreprenuerial career options (Stage 1). The Model depicts this as usually happening at the elementary age level and continuing through the secondary, post-secondary, and adult levels depending upon individual needs, motivation, interests, and other factors. On the left side of the model it is noted that the individual has the prime responsibility for this development, with educational institutions and agencies also playing a role (i.e., The public school system delivers the program for teaching reading, writing and arithmetic). Further exposure to entrepreneurial ideas often occurs at the middle, junior high, and early secondary levels, and continues throughout an individual's lifespan.

Business and technical skills development (Stage 2) most often begins at or about the secondary age level. It is here that technical skill development including specific occupational skills such as welding, computer programming and accounting, and entrepreneurial business skills such as managing and operating a business, are initially developed through vocational education. On the left

ENTREPRENEURSHIP EDUCATION AND TRAINING MODEL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ROLE OF THE INDIVIDUAL

FIGURE 1

side of the Model, we note that the individual still has major responsibility for acquiring these competencies through programs and services of educational agencies. At the same time, business, industry, government, and trade and professional organizations begin to play a bigger role. These agencies include voluntary programs such as SCORE, governmental assistance programs such as those provided through the Minority Business Development Agency, and informational programs provided through such organizations as the National Federation of Independent Business.

Application, practice, and refinement of skills (Stage 3) is also that period during which the individual continues to develop business and technical skills, either under the supervision of an educational agency, or on-the-job as an employee. This period may begin earlier for, individuals or extend longer for others who are less motivated or interested. Again, the individual has the prime responsibility to acquire these skills. Complementary support services and programs are provided by educational agencies, business, industry, government, and others.

The Model is designed to indicate a funnel or venturi effect to represent a critical stage in the entrepreneurial establishment process (Stage 4). The assessment and commitment stage in the Model comes after most knowledge and skill is developed. It has been found that commitment to the entrepreneurial venture may not be effective if the information base, technical skills (for the product or service to be delivered), and practice is not complete (although practice may continue throughout the commitment and later stages). The commitment to enter an entrepreneurial venture is solely the responsibility of the individual; but educational institutions, business, industry, government, and other agencies continue to provide information and support services. Although entreprises may be established when the individual is at the secondary and post-secondary levels, most are established at the adult age level.

As the individual moves into the development and expansion of an entrepreneurial venture, or perhaps even redirection (Stage 5), follow-up support is still needed from educational institutions and agencies as well as from business, industry, government, and other private sector agencies. However, after the venture begins operation and passes through some of the critical early stages, the role of public educational institutions and agencies begins to diminish in favor of the individual becoming more independent and working within the private sector.

The Entrepreneurship Education and Training Model proposed encompasses several key concepts that are emphasized by way of summary. First, the public education system in the United States is the one institution in our country that is designed to serve people from the pre-school years through post-career retirement. Most other public agencies limit their programs, activities, and services to a very specific audience. Sometimes their parameters are determined by socio-economic status, age, family status, employment status, or other relatively narrowly defined criteria; but the public educational system, whether it be elementary, secondary, post-secondary, or college and univeristy, serves the total age spectrum. That would suggest that the educational system is the most viable delivery system to insure coordination and articulation of entrepreneurship and economic development programs and strategies. Certainly, the public school system has the greatest potential for influencing learning in the affective and cognitive domains. In addition, teachers, curriculum content or focus, teaching/learning strategies, and student attitudes and motivations are all influenced through the educational system.

Secondly, educational institutions (technical institutes, community colleges and universities) are organized and charged with the responsibility of serving the needs of a community, region or state. Formally developed entrepreneurship education programs and extension programs aimed specifically at working professionals have a higher probability than perhaps any other facet of entrepreneurship education of resulting in the formation of new, desirable companies in the short term Further, programs aimed at working professionals are particularly attractive since they dovetail individual personal goals and motivations, career goals, and national policies.

Thirdly, governmental policies and actions encourage educational institutions to focus on displaced workers, which is perhaps the single most fertile ground for developing and encouraging the formation of enterprises.

Additionally, for entrepreneurs to develop new enterprises, financial and funding requirements play a large role. Since most of the available financial assistance is through governmental agencies either through direct assistance or tax policies, close collaboration among service deliverers is called for. Educational institutions, business and industry, and federal, state, and local agencies must collaborate to assure well-choreographed delivery of the appropriate services needed by a potential entrepreneur at the right time or stage of development.

Viewing the entrepreneurial development process in terms of specific stages makes it possible to identify distinct needs and to develop integrative strategies for each stage in the process. This approach leads to comprehensive entrepreneurship training since specific training strategies and programs are developed for each stage of the total entrepreneurial development process. Efforts are directed toward producing awareness of and interest in entrepreneurial careers at an early age and then providing the proper guidance, training, and education to ensure that individual's successful progress through each stage of the process.

The Model also leads to an integrated approach to entrepreneurship training by incorporating and coordinating the expertise of various organizations at the appropriate stage. For example, the Model suggests that the regular education system should be the basic conduit for entrepreneurial training since most individuals have direct and continuous contact with it throughout their lives. Other sources of entrepreneurial assistance (government and private) are viewed as auxiliary and should be infused at the appropriate stage to supplement the regular education system. As an integrated model, it depicts entrepreneurial development beginning at an early age and potentially continuing throughout the productive life of the entrepreneur.

DEVELOPMENT OF AN ENTREPRENEURSHIP EDUCATION NETWORK

The National Center for Research in Vocational Education
The Ohio State University

ENTREPRENEURSHIP EDUCATION ACTIVITIES AT THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

An Overview

Since 1976, the National Center for Research in Vocational Education has been demonstrating its commitment to entrepreneurship education by developing curricula, conducting workshops, and providing leadership to educational institutions and organizations at the secondary, postsecondary, and adult levels. Today, we are continuing this tradition of commitment through the conduct of the "Development of an Entrepreneurship Education Network" project--an activity initiated in June, 1983. An integral part of the U.S. Department of Education's efforts to infuse entrepreneurship education and training into all vocational and adult education programs, the project has three major objectives:

*To design a nationwide network of state entrepreneurship task forces

*To provide individualized assistance to states interested in operating such task forces

*To lend technical expertise to facilitate these task forces by offering technical assistance and by operating an "Entrepreneurship Referral Service" through various communication channels

Supporting these objectives are numerous project activities, including the following:

*The conduct of a National Entrepreneurship Education Forum (September 21-22, 1983) designed to bring leaders of national organizations and agencies together to share ideas and experiences

*The development of a consortium of "lead states" willing to form state-level task forces in support of entrepreneurship education activities. The lead states include--

Colorado
Florida
Maryland
Massachusetts
Missouri
Nevada
New York
Ohio
Oregon
Texas
Wisconsin

*The development and operation of an "Entrepreneurship Education Referral Service" to collect information on activities that support the infusion of entrepreneurial concepts into vocational programs

*The development and maintenance of a monthly electronic newsletter (The New Venture Newswire) to share success stories and program ideas with interested subscribers

*The operation of a news release service to ensure that educational and popular media are aware of newsworthy activities in entrepreneurship education

*The provision of technical assistance (on a cost-recovery basis) to organizations, institutions, or individuals in need of assistance in designing, operating, improving, or evaluating entrepreneurship education programs

In summary, the Development of an Entrepreneurship Education Network project is designed to meet two of our most pressing needs: the development and operation of a state-level support mechanism for the infusion of entrepreneurship education, and the generation of a new awareness of the possible impact of entrepreneurship education on our nation's economic development needs.

A Philosophy for Entrepreneurship Education

It is important to talk about a philosophy for entrepreneurship education as a part of vocational education. Does entrepreneurship education mean that all our students must start a business when they graduate? Or can we look at entrepreneurship education as a lifelong learning process that is beneficial to all students, and that is a logical part of all vocational programs?

Clearly, the answers to these questions will affect the willingness of vocational teachers to add "one more thing" to an already crowded curriculum. In addition, we must consider what degree of infusion is appropriate for each educational level. Teachers at the secondary level, for example, will not be able to prepare students who are expert entrepreneurs at the same time they prepare students who are competent in the basic skills and other technical competencies. Thus the infusion of entrepreneurial concepts at this level must be realistic in regard to other learning constraints.

Two-year colleges will also have some problems with the infusion of entrepreneurship education in their established degree programs. At the present time, students who are interested in entrepreneurship major in retailing or wholesaling. In other courses such as data processing or aviation mechanics, however, the curriculum contains no emphasis on learning how to become self-employed. Clearly, such an "all or nothing" approach to entrepreneurship should be changed in order that every student has the chance to decide whether or not self-employment is a viable career path within his or her chosen vocation.

Finally, courses on starting a business are now being offered by a variety of community organizations. In such courses, many area businesspersons are finding the help and assistance they need at a reasonable cost; but the demand for such instruction is still greater than the supply of educational offerings. Here is an area where adult vocational education courses offered through the public school system could easily serve an important community development need--especially in the rural areas where other education services are not generally available.

Clearly, therefore, a philosophy for entrepreneurship education must address the differences in what is taught in each of these settings. In addition, it must define the appropriate levels or stages for the development of specific entrepreneurial skills.

An Articulation Model for Entrepreneurship Education

Two projects being funded by the U.S. Department of Education, Office of Vocational and Adult Education, are now in operation to define the stages of development leading to the creation of an "expert" entrepreneur. These projects, being conducted at Oklahoma State University and the National Center for Research in Vocational Education, The Ohio State University, define five separate development stages--stages that cover an educational process which extends from elementary school through adult education.

It should be noted that in regard to these five stages, the models developed by both the National Center and Oklahoma State University are quite similar. However, the National Center's model deals primarily with the reasons why an individual participates in activities at each stage, and the subsequent benefits that he or she would receive. Oklahoma's model, on the other hand, focuses more on identifying the appropriate roles and responsibilities of the individual, the school, and the community at each different stage of development.

A graphic representation of the National Center's model is contained in the following.

A FRAMEWORK FOR LIFE-LONG ENTREPRENEURSHIP EDUCATION: THE MODEL

EDUCATION AND TRAINING STAGES	DEVELOPMENTAL NEEDS OF ENTREPRENEURS
Stage 1 Entrepreneurship career awareness, basic skills, and economic literacy	• to gain prerequisite basic skills • to identify career options • to understand free enterprise
Stage 2 Entrepreneurship interest and awareness	• to be aware of entrepreneurship competencies • to understand problems of employers
Stage 3 Creative application of occupational skills and entrepreneurship competencies	• to apply specific occupational training • to learn entrepreneurship competencies • to learn how to create new businesses
NEW VENTURE COMMITMENT	
Stage 4 Entrepreneurship venture development	• to become self-employed • to develop policies and procedures for a new or existing business
Stage 5 Long-term expansion/ redirection	• to solve business problems • to expand existing business effectively

Assuming the natural course of educational development, this five-stage model indicates a number of student objectives that are appropriate for different audiences. Thus it is important to stress that the fourth and fifth stages are appropriate for those persons who have made the commitment to start their own business, while the first three stages represent formative or "background" periods that help a beginner take his or her first steps toward expertise.

Detailed discussions on appropriate activities for each of the model's five stages are contained in the following.

Stage One: Economic Literacy/Basic Skills/Career Awareness

At the present time, there is a major movement underway to make such topics as economic literacy, basic skills, and career awareness a part of all educational programs--from the kindergarten level through adult education. And indeed, in light of the present need for entrepreneurship education in this country, the reasoning behind the movement is sound. Before a person even begins to think about operating a business, he or she must certainly have the ability to read, write, and compute. He or she must also be able to understand such concepts as the free enterprise system, the role of profit, the function of government, and the management of material and human resources.

Clearly, the instruction needed to develop such "prerequisite" skills is appropriate content for all vocational courses--from the prevocational level onward. In addition, these courses could also bring a new perspective to the career decision-making process by helping students become aware that starting their own business is just as viable a career option as is becoming a teacher, policeman, or doctor.

Stage Two: Entrepreneurship Interest and Awareness

As any veteran of the "neighborhood lemonade stand" knows, learning the pros and cons of business operation can begin with even the most simple fund-raising activity. Thus it is important that in any vocational youth group or class project, the students are responsible for making the decisions needed to achieve a profit. If the advisor or teacher makes such decisions, the opportunity for learning is lost.

Actually, the transition from pure skill training to skill/ entrepreneurial training should not be a difficult one for vocational education to make. From horticulture to data processing, auto mechanics to cosmetology, all vocational service areas offer opportunities for self-employment. In addition, most existing vocational programs are already structured to provide skill training through the provision of services to the school, the faculty, or the community. Thus if teachers allow their students the opportunity to create a successful business based on these services, the teaching of entrepreneurial skills becomes more a "second nature" process than an additional curricular burden.

Thus the "interest and awareness" stage of the model should be a time when students are provided with a basic understanding of what an entrepreneur must know--a stage that is appropriate for all vocational students at the secondary level, and perhaps for some students at the postsecondary level. But activities at this stage will not prepare a person sufficiently to start their own business. This is more the responsibility of the third stage of the model-- a time when the entrepreneurship education process focuses on the development of specific technical and business skills.

Stage Three: Technical Skills and Business Skill Development

At this stage of the model, students can learn how to combine skills acquired in the classroom with the creative application of business skills. This is also the stage at which individual students (or small groups of students) should be encouraged to dream up a possible business venture based on both their own technical skills and the needs of the local community.

It is important that the design process for such ventures require a great deal of student initiative and effort. It should also require students to interact extensively with members of the local business community. Yet because the ventures are only "on paper" and do not involve financial risk, the students remain "free" to use their imaginations and to learn how to propose new and innovative ideas in business management. Thus at this stage students may acquire one of the most important entrepreneurial skills: the ability to not only design a realistic business plan, but also to revise it according to personal and environmental constraints.

Again, current vocational education programs are an excellent vehicle for teaching these concepts and skills as students have the opportunity to apply their developing business skills to the specific technical area they are interested in. Thus home economics students could apply entrepreneurial skills to a specific home-based business, while the T&I students could apply their skills to such areas as carpentry, electronics, or cosmetology. It should be noted, however, that while such activities could lead to a student's self-employment, not all students who go through this stage will be ready to start their own businesses.

Stage Four: Entrepreneurship Venture Development

Adult education courses offered through a local high school, university, or U.S. Small Business Administration (SBA) office are the most appropriate vehicles for instruction at the fourth stage--a time when students are actually running their own businesses. Here, the entrepreneurship education program must become as sophisticated as possible--addressing such topics as good business ideas, technical expertise, personal contacts, physical resources, and customer orders.

It should be noted that during this stage of the process, students will need to apply every bit of knowledge they have to set up policies and procedures, make plans, develop forms and systems, and identify opportunities to increase their potential for success. Thus the need for a comprehensive, cumulative experience in entrepreneurship education--one that builds and expands upon the knowledge gained in each preceding level--becomes clear. It is also important, however, for the student to receive individualized assistance and instruction at this point so that the special needs of their particular business can be addressed.

Stage Five: Long-term Expansion/Redirection

When people start their own businesses, they often do so with no idea of how the business might grow or how to plan for problems that result from tight cash flow, slow-moving inventory, and too much business. These are only a few of the potential problems to be addressed at this stage of the entrepreneurship development process.

Traditionally, small business training programs at this stage are part of advanced business administration programs or adult courses run by experts in the community. Usually, however, business counseling is more of a need than is specific business training. Students will need support from other experts in their field--thus the SBA-sponsored SCORE/ACE advisors are a logical resource for this stage of development.

* * *

Although this life-long learning model may oversimplify the various stages of entrepreneurship development that actually exist, it is an attempt to define the differences one would expect to see in different types of entrepreneurship programs. It also indicates the importance of defining a number of important needs and learning processes before infusing entrepreneurship into any educational program.

Entrepreneurship Expertise of the National Center for Research in Vocational Education

As an organization, the National Center has both the extensive experience and the resources needed to support a project such as the Development of an Entrepreneurship Education Network. To date, some of our specific capacities include--

- previous experience in developing entrepreneurship curriculum products and models

- access to many other entrepreneurship training materials developed across the U.S.

- the maintenance and operation of the ERIC Clearinghouse for Adult, Career, and Vocational Education; the Vocational Education Curriculum Materials Database; and a comprehensive occupational education library that provides access to a myriad of books, journals, periodicals, and other databases

- established networks with national associations and state agencies

- a multidisciplinary staff with experience in developing and providing a nationwide community-based staff development training program with emphasis on minorities, and in small business start-up and operation

Some specific publications that the National Center has developed in support of entrepreneurship education include--

- PACE (1978)
- Entrepreneurship Resources (1978)
- Job Creation: Implications for Voc Ed (1979)
- Entrepreneurship for Women (1981)
- Work, Employment, and the New Economics (1981)
- Update on Entrepreneurship (1982)
- Entrepreneurship in Voc Ed: A Program Planner's Guide (1982)
- The Entrepreneurs of Entrepreneurship (1982)
- PACE (Revised)--1983

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PRESENTATIONS BY GUEST SPEAKERS

REMARKS OF
JAMES N. THOMSON, AA/MA
TO THE

NATIONAL ENTREPRENEURSHIP EDUCATION FORUM
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO
SEPTEMBER 21 - 22, 1983

James N. Thomson
U.S. Small Business Administration

It is an honor and a pleasure to address you here today. I think that I can best present our attitude toward small business and entrepreneurship by using President Reagan's own words:

> "The success of the American economy is critically dependent upon preservation of real opportunities for small business. Historically, small business has provided much of the growth in jobs and innovation as well as being the supplier of services and deliverer of goods to virtually every farm, village, town and city in our Nation. This Administration is committed to assuring unrestricted access for small business to all segments of our economy. By unleashing small business from the burdens of unnecessary taxation and regulation, we enable men and women small business owners to increase their contributions to our society's economic and employment growth."

Your Federal Government, in all of its branches has taken great strides to support these goals.

Since 1953, my organization, the U. S. Small Business Administration, has worked with one purpose - "To assist, protect, and promote the interest of the small business community." We go about our job in a variety of ways. In some rebpects, our job is a simple one. Simple because the task is of nurturing not creating. To strike out on one's own, to be one's own boss, to rely on one's own talents and drive is - quite simply - American.

THE SPIRIT OF THIS DRIVE TO INDEPENDENCE IS IRREPRESSIBLE. IT IS NOT BLUNTED BY ECONOMIC "HARD TIMES" RATHER, IT IS SHARPENED, GIVEN MORE URGENCY, MADE MORE EXCITING. EVIDENCE IS THAT THE GREATER THE RISK, THE MORE BOLD THE ACTION, THE MORE PRECARIOUS THE BALANCE THAT AN IDEA OFFERS - THE GREATER THE LIKELIHOOD IS THAT A YOUNG AMERICAN WILL CREATE AND ACCEPT THE CHALLENGE. AND

WE NEEDN'T GO FAR FOR INSPIRATION.

STEVEN JOBS GREW UP IN LOS ALTOS, CALIFORNIA. STEVE AND HIS BEST FRIEND SHARED A FASCINATION WITH TECHNOLOGY. ONE WORKED FOR ATARI, DESIGNING GAMES, THE OTHER WAS A DESIGNER FOR ANOTHER HIGH TECHNOLOGY FIRM. IN HIS SPARE TIME, MR. JOBS'S FRIEND DESIGNED AND BUILT A SOPHISTICATED COMPUTER THAT WAS A LITTLE SMALLER THAN A TYPEWRITER. JUST FOR FUN.

MR. JOBS, HOWEVER, THOUGHT HE COULD SELL THE MACHINE. SO AT THE TENDER AGE OF 20 STEVE AND HIS FRIEND SOLD A CAR AND A CALCULATOR TO HELP FOUND APPLE COMPUTER, INC. THIS WAS 8 YEARS AGO IN HIS PARENT'S GARAGE. STEVE IS NOW PERSONALLY WORTH ONE HUNDRED FORTY-NINE MILLION DOLLARS. STEVE JOBS IS ONE OF OUR MOST OUTSTANDING EXAMPLES OF THE ENTREPRENEURIAL SPIRIT TODAY. THE TRUTH IS, HOWEVER, THAT HE REPRESENTS A VITAL AND LONG-STANDING AMERICAN TRADITION. FURTHERMORE, HE IS ONE OF A GROWING POPULATION OF RISK TAKERS. PEOPLE WHO SHARE A NEED TO BE IN CHARGE, TO INNOVATE, AND TO WORK.

THERE WAS A MR. LOWELL WHO HAD SOME IDEAS ABOUT TEXTILES AND PUT THEM TO WORK. IN FOUR YEARS, HIS FIRM HAD ANNUAL SALES OF MORE THAN $34,000--IN 1817.

EDWIN LAND, WHO RETIRED 4 YEARS AGO WITH 75 MILLION IN STOCK FROM AN INVENTION KODAK DIDN'T BELIEVE IN, THE POLOROID CAMERA.

PHIL KNIGHT WAS A PRETTY GOOD TRACK ATHLETE WHO DIDN'T MUCH LIKE THE SHOES THAT WERE AVAILABLE. HE AND HIS COACH EACH PUT UP $500 TO BUY SOME JAPANESE SHOES. HIS COMPANY, NIKE INC., NOW DESIGNS AND SELLS $500 MILLION IN SHOES ANNUALLY.

WHILE THERE IS MUCH MADE OF AMERICAN'S FALLING BEHIND JAPAN AND GERMANY IN PRODUCTIVITY, WE MAINTAIN A CRUCIAL ADVANTAGE IN INNOVATION. IT HAS SOMETHING TO DO WITH THE INTANGIBLES OF OUR CULTURE. THE PRESIDENT OF SONY CORPORATION OF AMERICA PUTS IT THIS WAY "JAPANESE SOCIETY IS MORE ORGANIZED, AND BIG ORGANIZATIONS TEND TO AVOID RISK. PARTICULARLY IN NEW FIELDS LIKE PERSONAL COMPUTERS AND VIDEO GAMES, YOU MUST TAKE RISKS AND MAKE DECISIONS QUICKLY. THIS GIVES THE U. S. AN ADVANTAGE." IN EUROPE, SAYS THE FOUNDER OF A VENTURE CAPITAL FUND, "STORIES ABOUT BIG KILLINGS BY 26 YEAR OLDS JUST AREN'T KNOWN."

IN FACT, THE POTENTIAL FOR GROWTH, WHICH IS REPRESENTED BY THE INNOVATIVE AND ENTREPRENEURIAL SPIRIT, STANDS IN CONTRAST NOT ONLY TO OTHER COUNTRIES BUT TO BIG BUSINESS IN AMERICA. TO QUOTE THE WASHINGTON POST, "BY THEIR PREFERENCE FOR SERVING EXISTING MARKETS RATHER THAN CREATING NEW ONES AND BY THEIR DEVOTION TO SHORT-TERM RETURNS AND 'MANAGEMENT BY THE NUMBERS,' MANY (AMERICAN BUSINESS MANAGERS) HAVE EFFECTIVELY FORSWORN LONG-TERM TECHNOLOGICAL SUPERIORITY AS A COMPETITIVE WEAPON." THIS CRITICISM HAS BECOME WIDELY ACCEPTED IN THE BUSINESS COMMUNITY. OF NEARLY 1,000

CHIEF EXECUTIVES RECENTLY SURVEYED, 76 PERCENT AGREED THAT THERE HAS BEEN A DAMAGING OVER-EMPHASIS ON SHORT-TERM PROFITS.

THE ROLE OF SMALL BUSINESS IN INNOVATION HAS BEEN WELL DOCUMENTED:

> RELATIVE TO THE NUMBER OF PEOPLE EMPLOYED, SMALL FIRMS PRODUCE 2.5 TIMES AS MANY INNOVATIONS AS LARGE FIRMS. IN ADDITION, SMALL FIRMS BRING THEIR INNOVATIONS TO MARKET FASTER THAN LARGE FIRMS.
>
> SMALL FIRMS ACCOUNTED FOR ALMOST HALF OF MAJOR U.S. INNOVATIONS BETWEEN 1953 AND 1973. THE RATIO OF INNOVATIONS TO SALES IS ABOUT 1/3 GREATER IN SMALL FIRMS. THE RATIO OF INNOVATIONS TO R&D EMPLOYMENT IS 4 TIMES GREATER. THE COST PER R&D SCIENTIST IN SMALL FIRMS IS ONLY HALF THAT FOUND IN LARGE FIRMS.
>
> OF 61 IMPORTANT INVENTIONS AND INNOVATIONS OF THE TWENTIETH CENTURY, OVER HALF CAME FROM INDEPENDENT INVENTORS OF SMALL FIRMS. OF 149 INVENTIONS IN THE ALUMINUM INDUSTRY, MAJOR PRODUCERS ACCOUNTED FOR ONLY ONE IN SEVEN. OF 13 MAJOR INNOVATIONS IN THE AMERICAN STEEL INDUSTRY, FOUR CAME FROM EUROPEAN COMPANIES, SEVEN FROM INDEPENDENT INVENTORS AND NONE CAME FROM AMERICAN STEEL COMPANIES. OF SEVEN MAJOR INVENTIONS IN THE REFINING AND CRACKING OF PETROLEUM, ALL WERE MADE BY INDEPENDENT INVENTORS.

THESE ARE NOT TRIVIAL INNOVATIONS WE ARE TALKING ABOUT. TWENTIETH CENTURY INVENTIONS AND/OR INNOVATIONS BY AMERICAN SMALL BUSINESS INCLUDE AIR CONDITIONING, THE AIRPLANE, THE

ASSEMBLY LINE, THE CAT SCANNER, CATALYTIC PETROLEUM CRACKING, THE GYROCOMPASS, THE HEART VALUE, THE HELICOPTER, THE HIGH CAPACITY COMPUTER, THE LINK TRAINER, THE OPTICAL SCANNER, POLAROID PHOTOGRAPHY, AND XEROGRAPHY.

INNOVATIONS PROVIDED BY THE INDEPENDENT AMERICAN ARE NOT LIMITED TO HIGH TECHNOLOGY. FOR EXAMPLE, TAKE FRED SMITH. HE HAD A SIMPLE IDEA: THAT PEOPLE WOULD BE WILLING TO PAY TO HAVE PACKAGES DELIVERED QUICKLY. IN FACT, THE SERVICE FIRM HE FOUNDED PROMISES IN THEIR ADVERTISEMENTS THAT YOUR PACKAGES, "ABSOLUTELY, POSITIVELY HAVE TO BE THERE OVERNIGHT." FRED SMITH'S FIRM, FEDERAL EXPRESS CORPORATION, IS WORTH $600 MILLION.

WE FIND OURSELVES, IN TYPICAL AMERICAN FASHION, TO BE IN AN ERA OF "IN SPITE OF," OR "EVEN THOUGH." AS TIME MAGAZINE PUTS IT: "EVEN THOUGH THE U. S. LANGUISHES IN ITS THIRD RECESSION IN 10 YEARS, AND INDUSTRIES LIKE AUTOS AND STEEL SEEM INCAPABLE OF COMPETING WITH THE JAPANESE, THE BRIGHT, BOLD AND BRASSY RISK TAKERS ARE NOT ONLY THRIVING; THEY ARE LEADING THE U. S. INTO THE INDUSTRIES OF THE 21ST CENTURY." TIME CONTINUES TO QUOTE GEORGE GILDER IN WEALTH AND POVERTY, "ENTREPRENEURS ARE FIGHTING AMERICA'S ONLY SERIOUS WAR AGAINST POVERTY." AND BECAUSE OF THESE EFFORTS, "THE POTENTIALITIES OF INVENTION AND ENTERPRISE ARE NOW GREATER THAN EVER BEFORE IN HUMAN HISTORY."

Now, in truth, I believe that America's big business will meet the challenges in part because it is big but also because our colleges and universities are providing skilled and dedicated men and women. Still, I see that the cutting edge of America's response to the challenge is the small business community. Earlier, I quoted from Time magazine, "Big organizations tend to avoid risks," and they have a "preference for serving existing markets." Small business trades in risk and creates markets.

In the midst of the recent recession more new businesses were incorporating then ever before. In 1970, 264,000 new businesses began. Last year we saw almost 600,000 new businesses, of course, the failure rate of new businesses is appallingly high. However, a surprising climate of support exists in the recognition of the vitality of American small business. The chairman of a major California firm says, "Even when someone starts a company and fails, he'll be more valuable than someone else the next time because of his business experience."

What is it that makes these people tick? Clearly they are not only unafraid of risk, they thrive on it.

A Purdue University graduate suggests another element, "I want to make my own mark and do something that has a lot more challenge. If you can't win a Nobel Prize, the next best thing is to start your own company. "Independent, impatient with the pace of others, entrepreneurs are often forced out on their own in frustration at being so tightly constrained by the concerns of the "organization."

THEY FEEL A POWERFUL DRIVE TO CONTROL THEIR OWN DESTINIES. THEY ARE BORN WITH LEADERSHIP QUALITIES OR THEY ARE DRIVEN TO DEVELOP THE SKILLS NECESSARY TO INSPIRE LOYALTY, ENTHUSIASM, CONFIDENCE IN THE FIRM AND PRODUCT PRIDE.

SOME OF THE CHARACTERISTICS OF THE ENTREPRENEUR CAN BE SEEN BEST IN CONTRAST TO THEIR COUNTERPART IN BIG BUSINESS, THE MANAGER. THE ONE IS HOT, ENTHUSIASTIC, INSTINCTIVE, INVOLVED; THE OTHER IS COOL, DELIBERATE, DETACHED AND SUBJECTIVE. THE ONE REQUIRES RECOGNITION, EXCITMENT AND RISK; THE OTHER NEEDS SECURITY AND THE ORGANIZATION.

THE ENTREPRENEUR MAY NOT BE ABLE TO WAIT FOR THE CLIMATE TO CHANGE BEFORE MAKING A CONCLUSIVE DECISION. IN AN ATMOSPHERE OF UNCERTAINTY, THE ENTREPRENEUR MUST SUPPLY THE DECISIVENESS FROM WITHIN, FROM COMMITMENT, SELF-ASSURANCE AND BELIEF IN THE PRODUCT.

DUN AND BRADSTREET, THE PRIMARY SOURCE OF BUSINESS CREDIT INFORMATION IN THE UNITED STATES, DIRECTLY IDENTIFIES POOR MANAGEMENT AS THE CAUSE OF FAILURE. THEY CLASSIFY THE MANAGEMENT WEAKNESSES IN FOUR PRIMARY CATEGORIES, BASED ON FAILURES IN 1975:

1. INCOMPETENCE - ABOUT 40 PERCENT OF THE BUSINESS OWNER/MANAGERS DID NOT HAVE THE BASIC KNOWLEDGE AND SKILLS TO PLAN, MANAGE AND CONTROL THEIR OPERATIONS.
2. LACK OF MANAGEMENT EXPERIENCE - APPROXIMATELY 23 PERCENT DID NOT HAVE SUFFICIENT EXPERIENCE IN SUPERVISORY JOB RESPONSIBILITIES TO DEAL WITH THE EVERYDAY ON-THE-JOB APPLICATIONS OF MANAGEMENT.

3. UNBALANCED EXPERIENCE - ROUGHLY 20 PERCENT EITHER HAD CONSIDERABLE FORMAL EDUCATION AND LITTLE OR NO PRACTICAL EXPERIENCE, OR HAD EXTENSIVE JOB EXPERIENCE BUT INADEQUATE FORMAL TRAINING TO GIVE MEANING AND PERSPECTIVE TO THEIR WORK EXPERIENCE.

4. LACK OF INDUSTRY EXPERIENCE - ABOUT 16 PERCENT HAD NO PREVIOUS EXPERIENCE IN THE PARTICULAR INDUSTRY IN WHICH THE BUSINESS WAS OPENED.

GOVERNMENTAL SOURCES FAMILIAR WITH THE NATIONAL PICTURE SUGGEST THAT ABOUT HALF OF THOSE THAT FAIL YEARLY, SOME 200,000 FIRMS, COULD BE SAVED BY UNDERTAKING APPROPRIATE MANAGEMENT TRAINING BEFORE THEIR SITUATION BECOMES TOO CRITICAL TO SALVAGE. ANOTHER 800,000 STRUGGLING ENTREPRENEURS WHOSE BUSINESSES NOW REPRESENT LITTLE MORE THAN MINIMUM LEVEL JOB SUBSTITUTION COULD BE STRENGTHENED AND STABLIZED BY SUCH TRAINING, AND ANOTHER MILLION AND A HALF GOING BUSINESSES COULD GROW SUBSTANTIALLY, PROVIDING MORE JOBS AND PROFITS IF THEY HAD THE BENEFIT OF GOOD MANAGEMENT TRAINING, COUNSELLING AND APPROPRIATE EDUCATION.

WITHOUT BEING FACETIOUS, IT SEEMS TO ME THAT THE TASK IS SIMPLE: WE WILL BECOME COMPETENT AND EXPERIENCED. IF YOU REFER TO THE STORY OF APPLE COMPUTERS, YOU WILL REMEMBER THAT STEVE AND HIS FRIEND DEVELOPED THEIR PRODUCT IN THEIR SPARE TIME. THEY WERE ALREADY WORKING IN THE INDUSTRY GAINING INVALUABLE EXPERIENCE. WHEN THEY FELT IT WAS TIME TO STRIKE OUT THEY SOLD THEMSELVES AND THEIR IDEA TO A PUBLIC RELATIONS EXPERT AND A MARKETING MANAGER.

Steve says, "We didn't know what the hell we were doing, but were very careful observers and learned quickly." In other words, they know about design and production but realized they had imbalanced experience. They hired the experience they lacked.

For the moment, let us return to the Dun & Bradstreet report. Basically, it appears that businesses that fail or struggle do so for two categories of deficiency: Education, in all of its forms; and experience, in all of its forms. Poor management is the problem and the solution lies in a simple concept; good management skills can be acquired. The resources available are vast.

This is the point at which you and I step forward. We are about quality management and innovative methods to communicate with the entrepreneurs on whom our Nation depends for so much.

Assemblies such as the National Entrepreneurship Education forum are helping to increase the quality and availability of research, counseling and training that has burgeoned over the last 15 years.

SBA is a relatively small Agency and we depend on networks. Let me tell you about a few of them and the kinds of work that they accomplish.

SCORE, Service Corps of Retired Executives and ACE, Active Corps of Executives are two volunteer programs of the U. S. Small Business Administration.

THEY LINK SEASONED VOLUNTEER BUSINESS PEOPLE WHO HAVE EXTENSIVE MANAGEMENT AND TECHNICAL EXPERTISE WITH OWNERS OF EXISTING OR POTENTIAL SMALL BUSINESSES.

SCORE, FORMED IN 1964, IS COMPOSED OF MORE THAN 10,000 COUNSELORS IN MORE THAN 400 LOCATIONS IN ALL 50 STATES AND PUERTO RICO. WITH OVER 350,000 YEARS OF PROFESSIONAL AND BUSINESS EXPERIENCE, THEY ARE INDEED A VALUABLE RESOURCE.

ACE, ESTABLISHED IN 1969, IS A WORKING PARTNER WITH SCORE, ITS MEMBERS, STILL ACTIVE IN BUSINESS, FURNISH SPECIAL TALENTS NOT REPRESENTED BY SCORE IN A SPECIFIC LOCATION.

THERE IS NO MAGIC FORMULA BUT MANY TIMES THE MERE TALKING OUT OF A PROBLEM WITH A KNOWLEDGEABLE, INTERESTED AND EMPATHETIC CONFIDANT, CAN START THE SOLUTION TO A PROBLEM.

SCORE VOLUNTEERS WORK IN THEIR HOME COMMUNITIES OR NEARBY. THEY PROVIDE THEIR SERVICES WITHOUT CHARGE BUT ARE REIMBURSED BY SBA FOR OUT-OF-POCKET EXPENSES:

ANOTHER RESOURCE WE USE IS:

THE SMALL BUSINESS INSTITUTE (SBI) PROGRAM.

ESTABLISHED IN 1972, SBI HAS WORKED WITH APPROXIMATELY 60,000 SMALL BUSINESSES, INVOLVED APPROXIMATELY 150,000 STUDENTS, AND CURRENTLY INCLUDES OVER 470 COLLEGES AND UNIVERSITIES.

THE SMALL BUSINESS INSTITUTE PROGRAM UTILIZES BUSINESS MAJORS, UNDER THE GUIDANCE OF A PROFESSOR, WHO WORK IN TEAMS OF TWO OR MORE FOR A MINIMUM OF A QUARTER OR SEMESTER. STUDENT TEAMS MEET ON A REGULAR BASIS WITH THE small business person and the professor who guides the project. At the end of the term a written report stating the problems, alternatives and suggested solutions is prepared. Usually, the written report to the client is combined with a final oral report. The students and faculty members work closely with Retired business executives in SCORE.

A third resource currently available in over over half of the States:

Is the Small Business Development Center. SBDCs coordinate and combine a variety of groups from local state and federal sources to give a comprehensive array of management or technical help to existing or potential small businesses.

These resources and several others have helped thousands of new enterprises start successfully; have prevented thousands more from becoming fatalities; have helped hundreds get into export sales; have been instrumental in solving problems of:

- Loan package preparation
- Location of new business sites
- Increasing gross sales
- Preventing crime losses
- Obtaining efficient production
- Advice and direct help in dealing with the Government
- Negotiating favorable leases
- Improving internal management

Further, the SBA helps:

Provide for specialized business owner training in communities, where it is needed.

Provide guaranties that allow businesses to get bank loans that otherwise would be rejected.

SUPPORT SMALL BUSINESS INVESTMENT COMPANIES WHO PROVIDE EQUITY CAPITAL AND BUSINESS LOANS TO NEW ENTERPRISES.

ENSURE THAT A PROTION OF GOVERNMENT CONTRACTS AND SUB-CONTRACTS OF PRIMARY CONTRACTORS GO TO SMALL BUSINESS.

WILL EXAMINE A COMPANY AND CERTIFY THAT IT IS SUITABLE FOR GOVERNMENT CONTRACTS WHEN CERTIFICATION IS NECESSARY.

OPERATE A COMPUTER MATCHING SERVICE TO TIE SMALL BUSINESSES WITH CONTRACTORS.

WILL ASSIST BUSINESSES TO CONSIDER EXPORTING AS A VIABLE DIRECTION.

SERVE AS THE ADVOCATE FOR SMALL BUSINESS CONCERNS IN STATE AND FEDERAL LEGISLATURES AND IN THE INTERPRETATION OF LEGISLATION IN AGENCY REGULATIONS.

SBA OFFERS THE BROADEST AND MOST DIRECT SUPPORT FOR SMALL BUSINESSES, BUT MOST FEDERAL AGENCIES HAVE OFFICES THAT ARE CHARGED WITH SMALL BUSINESS INTERESTS.

IN THE U. S. DEPARTMENT OF COMMERCE, THE INTERNATIONAL TRADE ADMINISTRATION PROVIDES A WIDE VARIETY OF ASSISTANCE FROM PUBLICATIONS TO ARRANGING TRADE FAIRS.

THE DEPARTMENT OF AGRICULTURE PROVIDES ASSISTANCE TO FARMERS AND FARM-RELATED BUSINESSES. APPROXIMATELY 99% OF THE NATION'S 2.4 MILLION FARMS ARE CONSIDERED SMALL BUSINESSES.

> AN INTELLIGENT MARKETER FINDS DEMOGRAPHIC DATA FROM THE CENSUS BUREAU.
>
> THE BUREAU OF STANDARDS WORKS WITH THE DEPARTMENT OF ENERGY TO DEVELOP ENERGY CONSERVATION PROJECTS.

SO, IT SEEMS TO ME THAT THE RESOURCES ARE IN PLACE, HEALTHY AND GROWING. HOWEVER, TO FURTHER LEVERAGE THESE INSTITUTIONS AND PROGRAMS, A GREAT DEAL OF WORK REMAINS TO BE DONE TO LINK THEM IN A UNIFIED EFFORT. THE PROBLEMS ARE GREAT BUT I FIRMLY BELIEVE THAT WE HAVE THE RESOURCES TO SERVICE THE ENTREPRENEURS AND SMALL BUSINESSES THEY CREATE.

AT SBA WE HAVE SUPPORTED AND DEVELOPED COURSES, SEMINARS, TRAINING TECHNIQUES, COUNSELLING, TECHNICAL ADVICE AND PROFESSIONAL SERVICES. MANY OF YOU HERE TODAY HAVE EITHER PARTICIPATED WITH US OR HAVE DEVELOPED YOUR OWN PROGRAMS. WE ARE THE PIECES OF AN ENORMOUS PUZZLE. MUCH OF WHAT WE DO SEEMS TO BE RELATIVELY UNKNOWN. WE ARE WORKING WITH METHODS OF OUTREACH AND NETWORKING AND WE ARE PLEASED TO JOIN OUR EFFORTS TO YOURS.

LET'S BEAR IN MIND THAT THE PRESIDENT HAS STATED THAT SMALL BUSINESS WILL LEAD THE WAY TO ECONOMIC RECOVERY. LET'S WORK TOGETHER TO MAKE THIS A REALITY.

ENTREPRENEURSHIP--
Expanding Horizons for Vocational Education

• • • • •

An Address To The
Entrepreneurship Conference

September 21, 1983
The National Center For Research In Vocational Education
The Ohio State University

Presented by

Edward D. Miller
President, FBLA-PBL, Inc.
Chairman, NACVE

ENTREPRENEURSHIP -- EXPANDING HORIZONS FOR VOCATIONAL EDUCATION

ENTREPRENEURSHIP IS AN ELUSIVE TERM. TO MANY OF US WHO HAVE GROWN UP UNDER THE INFLUENCE OF BIG BUSINESS AND BIG BUREAUCRACY -- GOVERNMENT, BUSINESS, OR EDUCATION BUREAUCRACIES -- IT IS A SOMEWHAT ROMANTIC AND NOSTALGIC TERM. IT HAS CONNOTATIONS OF HORATIO ALGER, THE SELF-MADE MAN OR WOMAN, OF CHANCES TAKEN AND FORTUNES MADE. TO THE WAGE-EARNER, IN THE ERA OF RELATIVE JOB SECURITY, PENSIONS, AND SOCIAL SECURITY, IT IS THE STUFF OF DREAMS, OF WHAT MIGHT HAVE BEEN. HOW MANY HAVE SAID: I WOULD LOVE TO BE MY OWN BOSS; I WOULD LOVE TO RUN MY OWN BUSINESS, IF I HAD IT TO DO OVER AGAIN...;?

BUT THERE IS A MORE MUNDANE AND PRACTICAL SIDE. ENTREPRENEURSHIP IS, SIMPLY STATED, STARTING, MANAGING, AND ASSUMING RISKS FOR ONE'S OWN BUSINESS. HUNDREDS OF THOUSANDS OF PEOPLE DO IT EACH YEAR. IT IS LIKELY THAT THOSE NUMBERS WILL INCREASE SIGNIFICANTLY IN THE YEARS AHEAD, AS THE NATURE OF JOBS AND THE WORKPLACE CHANGES IN THE POST-INDUSTRIAL ERA. WE HEAR IT SAID OVER AND OVER THAT THE AVERAGE STUDENT TODAY WILL CHANGE CAREERS FIVE TO SEVEN TIMES OVER THE COURSE OF HIS OR HER LIFETIME. IT IS INCREASINGLY LIKELY THAT ONE OR MORE OF THOSE "CAREERS" WILL BE AN ENTREPRENEURIAL UNDERTAKING.

SELF-EMPLOYMENT AND THE DEVELOPMENT OF SMALL BUSINESSES IS PLAYING AN INCREASINGLY IMPORTANT ROLE IN OUR ECONOMY. THERE ARE AN ESTIMATED 14.4 MILLION BUSINESSES IN THE U.S. OF THIS TOTAL, 3.4 MILLION ARE FARMS AND 11 MILLION ARE NON-FARM BUSINESSES.

OF THE NON-FARM, 10.8 MILLION - OR 98.2 PERCENT -- ARE CONSIDERED "SMALL", ACCORDING TO THE SMALL BUSINESS ADMINISTRATION. APPROXIMATELY 99 PERCENT OF THE 3.4 MILLION FARMS ARE CONSIDERED SMALL BUSINESSES.

THE RATE OF NEW BUSINESS VENTURES HAS ACCELERATED EACH YEAR SINCE 1978, AND IS NOW GROWING TO AN ANNUAL RATE OF MORE THAN $14 BILLION IN NEW INVESTMENT. SIX YEARS AGO IT WAS ONLY 2 PERCENT OF THAT AMOUNT. IN A RECENT SPEECH BEFORE THE WORLD FUTURE SOCIETY, IVAN C. ELMER, DIRECTOR, SMALL BUSINESS PROGRAMS, FOR THE U.S. CHAMBER OF COMMERCE, SAID THAT THE SMALLEST COMPANIES MAY HAVE CREATED PRACTICALLY ALL THE NET NEW JOBS IN THE LAST 10 TO 12 YEARS, WHILE FORTUNE 1000 FIRMS CREATED VIRTUALLY NONE. THE NATIONAL FEDERATION OF INDEPENDENT BUSINESS SAYS THAT SMALL BUSINESS PRODUCES AN ESTIMATED 43 PERCENT OF THE GROSS NATIONAL PRODUCT, EMPLOYES 56 PERCENT OF THE PRIVATE WORKFORCE, PRODUCES A DISPROPORTIONATE SHARE OF NEW JOBS AND INNOVATIONS, AND OFTEN IS THE "SEED" FOR MAJOR INDUSTRIES OF THE FUTURE. ONE NEED ONLY THINK OF THE NAMES APPLE, CHUCK E. CHEESE, AND ATARI, TO GRASP THE TRUTH OF THAT STATEMENT. THE LATTER TWO ARE THE PRODUCTS OF NOLAN BUSHNELL, A MEMBER OF THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, WHO STARTED ATARI WITH AN INVESTMENT OF $500, AND NURTURED IT INTO NUMBEROUS VENTURES EMPLOYING THOUSANDS OF PERSONS.

WHAT IS THE ROLE OF VOCATIONAL EDUCATION IN DEVELOPING ENTREPRENEURIAL TALENT AND SMALL BUSINESSES? HOW CAN VOCATIONAL EDUCATION HELP STUDENTS CONVERT THE DREAM OF RUNNING THEIR OWN BUSINESS INTO THE PRACTICAL REALITIES THEY MUST FACE TO MAKE

A SUCCESS OF IT? OBVIOUSLY, EVERY STUDENT IS NOT A POTENTIAL NOLAN BUSHNELL, BUT WHERE THE ENTREPRENEURIAL SPIRIT IS PRESENT, HOW DO WE HELP UNCOVER IT, DEVELOP IT, AND MAKE IT WORK TO THE ADVANTAGE OF THE STUDENT AND OF THE ECONOMY? OVER 1,000 NEW BUSINESSES ARE STARTED EVERY DAY, BUT THE FAILURE RATE IS ENORMOUSLY HIGH. HOW CAN WE GIVE STUDENTS, AT BOTH THE SECONDARY AND POST-SECONDARY LEVELS, THE PRACTICAL SKILLS AND KNOWLEDGE THEY NEED TO ENGAGE IN SUCH VENTURES, AND LESSEN THE CHANCE OF THEM BECOMING PART OF THE CASUALTY RATES?

FOR VOCATIONAL STUDENTS AT THE SECONDARY LEVEL, IT IS UNLIKELY THAT MANY WILL GO DIRECTLY FROM SCHOOL INTO THEIR OWN BUSINESS. HOWEVER, THAT SOMETIMES HAPPENS. AFTER GAINING SOME EXPERIENCE, HOWEVER, A SIGNIFICANT NUMBER MAY INDEED ATTEMPT TO USE THEIR VOCATIONAL SKILLS TO BECOME SELF-EMPLOYED. DR. EDGAR PERSONS, OF THE UNIVERSITY OF MINNESOTA, WHO HELPED DEVELOP THE MINNESOTA MODEL FOR SMALL BUSINESS MANAGEMENT EDUCATIONS, OBSERVES THAT TRADITIONALLY MOST SO-CALLED "MAIN STREET' BUSINESSES ARE OWNED BY PERSONS WHO DID NOT GO BEYOND HIGH SCHOOL. FOR MANY STUDENTS, HIGH SCHOOL IS THE LAST CHANCE WE WILL HAVE TO PROVIDE THEM WITH ENTREPRENEURSHIP AWARENESS, SKILLS, AND MOTIVATION.

AT THE POST-SECONDARY LEVELS, AS VOCATIONAL EDUCATION BECOMES MORE DEEPLY INVOLVED IN ADULT RE-TRAINING, WE ARE LIKELY TO FIND AN INCREASING INTEREST IN ENTREPRENEURIAL ACTIVITY. I CAN WELL IMAGINE THAT MANY WORKERS WHO HAVE BEEN DISPLACED, AND COLLEGE GRADUATES WHO ARE UNEMPLOYABLE, AND WHO TURN TO VOCATIONAL EDUCATION FOR JOB SKILLS, WILL BE INTRIGUED WITH THE IDEA OF SELF-EMPLOYMENT.

THE NEED IS THERE AND THE POTENTIAL STUDENTS ARE THERE. THE CHALLENGE TO VOCATIONAL EDUCATION IS TO AWAKEN AND DIRECT THAT IMPULSE WHICH RESIDES IN POTENTIAL ENTREPRENEURS. IN 1979, THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION ISSUED A REPORT ENTITLED "PREPARATION FOR SELF-EMPLOYMENT: A NEW DIMENSION IN VOCATIONAL EDUCATION." THE COUNCIL SAID THAT ENTREPRENEURSHIP ACTIVITY IS A BY-PRODUCT OF THE VOCATIONAL EDUCATION EXPERIENCE WHICH SHOULD BE MORE STRONGLY DEVELOPED. IT OBSERVED THAT VOCATIONAL EDUCATION HAS BEEN EXTRAORDINARILY SUCCESSFUL IN FULFILLING ITS TRADITIONAL ROLE OF PROVIDING SKILL TRAINING TO STUDENTS AT ALL LEVELS TO PREPARE THEM FOR EXISTING JOBS. BUT, IT SAID, "THE VOCATIONAL SYSTEM HAS PAID FAR TOO LITTLE ATTENTION TO THE PEOPLE WHO DISCOVER WORK ON THEIR OWN, WHO CREATE THEIR OWN EMPLOYMENT..." THE COUNCIL SAID: "WE NEED TO KNOW HOW EDUCATIONAL PROGRAMS CAN BE MODIFIED TO PREPARE PEOPLE FOR ENTREPRENEURIALLY-DEFINED WORK. WE KNOW SURPRISINGLY LITTLE ABOUT WHERE ENTREPRENEURS COME FROM, WHAT THEY ARE LIKE AND HOW EDUCATION MIGHT BETTER NOURISH AND INSTRUCT THE ENTREPRENEURIAL IMPULSE."

WHAT WE MUST EXPLORE HERE, AND IN OTHER SUCH MEETINGS IN THE FUTURE, IS HOW TO "TEACH" ENTREPRENEURSHIP. I DO NOT THINK THAT YOU TEACH IT IN THE ORDINARY SENSE. IT IS NOT A PROGRAM, PER SE. YOU DO NOT PUT A STUDENT THROUGH ENTREPRENEURSHIP 101 AND PRODUCE A SMALL BUSINESSPERSON.

I BELIEVE THAT THE STARTING POINT IS IN CREATING AWARENESS OF THE OPPORTUNITIES AND THE RISKS INVOLVED IN SELF-EMPLOYMENT AND SMALL BUSINESS OWNERSHIP. AND BEFORE WE TEACH THE STUDENTS, I BELIEVE

WE NEED TO TEACH THE TEACHERS. TEACHERS AND GUIDNACE COUNSELORS, FOR THE MOST PART, DO NOT POSSESS THE ENTREPRENEURIAL SPIRIT. THEY ARE PART OF A SYSTEM WHICH IS USUALLY HIGHLY STRUCTURED, AND BUREAUCRATIC, IF YOU WILL. THEY ARE WAGE EARNERS AND PENSIONERS. THEY DO NOT, GENERALLY, APPRECIATE THE CHALLENGES, THE RISKS, THE PROFIT MOTIVE, AND OTHER FACTORS INVOLVED IN BUSINESS MANAGEMENT. WE OFTEN TALK OF THE NEED TO HAVE VOCATIONAL TEACHERS AND COUNSELORS RETURN TO THE WORKPLACE TO SHARPEN THEIR SKILLS AND KNOWLEDGE. I BELIEVE THAT SUCH INVOLVEMENT WITH THE BUSINESS COMMUNITY AND THE WORKPLACE IS EVEN MORE ESSENTIAL FOR TEACHERS WHO INTEND TO GUIDE STUDENTS IN ENTREPRENEURIAL ACTIVITIES. BOTH STUDENTS AND TEACHERS MUST BE AWARE OF NUMEROUS CONSIDERATIONS, SUCH AS BUSINESS FORMATION (PARTNERSHIPS, INCORPORATION), FINANCIAL PLANNING, INTEREST RATES, CASH FLOW PROBLEMS, INSURANCE, TAXES, AND OTHERS. THEY MUST HAVE KNOWLEDGE OF HOW TO MARKET THEIR PRODUCTS AND THEMSELVES, UNDERSTAND EMPLOYEE AND CUSTOMER RELATIONS, INVENTORY MANAGEMENT, AND MYRIAD OTHER ASPECTS OF BUSINESS MANAGEMENT.

MANY OF THE SPECIFICS, SUCH AS BOOKKEEPING, MARKETING PRINCIPLES, AND INVENTORY CONTROL CAN BE TAUGHT IN THE CLASSROOM, AS PART OF A VOCATIONAL PROGRAM, OR AS A SEPARATE RELATED COURSE. BUT MANY ASPECTS OF BUILDING AWARENESS AND MOTIVATION AND A TRUE UNDERSTANDING OF ENTREPRENEURIAL ENTERPRISES CANNOT BE TAUGHT BEST IN THE CLASSROOM. TO GET A TRUE FEELING AND APPRECIATION OF THE OPPORTUNITIES, THE CHALLENGES, THE RISKS AND THE SATISFACTION, WE MUST LOOK OUTSIDE THE CLASSROOM. THIS IS WHERE ADVISORY COUNCILS AND COMMITTEES, AND OTHER ORGANIZATIONS SUCH AS THE VOCATIONAL

STUDENT ORGANIZATIONS CAN PLAY A UNIQUE ROLE.

A MAJOR PORTION OF THE ACTIVITIES OF THE VOCATIONAL STUDENT ORGANIZATIONS ARE GEARED TOWARD DEVELOPING THOSE CHARACTERISTICS NEEDED FOR A SUCCESSFUL ENTREPRENEURIAL VENTURE. THOSE ARE: LEADERSHIP, INITIATIVE, MOTIVATION, COMPETITIVENESS, COMMUNICATION, AND THE PRACTICAL APPLICABILITY OF THE STUDENT'S SKILLS. AT FBLA-PBL IN PARTICULAR, WITH OUR STRONG BUSINESS AND CORPORATE BACKING, STUDENTS LEARN THE VALUE OF THE FREE ENTERPRISE SYSTEM AND AN APPRECIATION OF THE PROFIT MOTIVE. LIKE THE OTHER VOCATIONAL STUDENT ORGANIZATIONS, OUR LEADERSHIP CONFERENCE AND COMPETITIONS PROVIDE EXPERIENCES AND UNDERSTANDING WHICH CANNOT BE GAINED THROUGH THE TEXTBOOK. THESE EXPERIENCES BUILD SELF-AWARENESS, SELF-CONFIDENCE, AND AN AWARENESS OF THE INDIVIDUAL'S OWN POTENTIAL WHICH IS ESSENTIAL IN NURTURING THE ENTREPRENEURIAL SPIRIT.

ADVISORY COUNCILS AT NATIONAL, STATE, AND LOCAL LEVELS, AS WELL AS PROGRAM AND CRAFT COMMITTEES SHOULD BE FULLY INVOLVED AS WE DEVELOP OUR THINKING CONCERNING THE ROLE OF VOCATIONAL EDUCATION IN ENTREPRENEURSHIP. MANY OF THE MEMBERS OF THOSE COUNCILS AND COMMITTEES ARE THEMSELVES SUCCESSFUL ENTREPRENEURS. THEY KNOW FROM EXPERIENCE WHAT IT TAKES AND WHERE THE PITFALLS LIE. THEY HAVE AN INATE SENSE OF THOSE "INTANGIBLES" WHICH MAKE A SUCCESSFUL ENTREPRENEUR. AS WE DEVELOP OUR THINKING ON THE SUBJECT OF VOCATIONAL EDUCATION AND ENTREPRENEURSHIP, IT IS IMPERATIVE THAT WE USE THE ADVISORY COUNCILS AND COMMITTEES AS RESOURCES AND BROKERS. THEIR INPUT IS INVALUABLE, FOR ALL

RECOGNIZE THAT ENTREPRENEUR "TRAINING", HOWEVER THAT MAY BE DEFINED, IS MUCH MORE THAN A TEXTBOOK EXERCISE. IT WILL NOT BLOSSOM, IF CONFINED TO THE FOUR WALLS OF THE CLASSROOM.

WE ARE ALL AWARE OF INDIVIDUAL EXAMPLES OF ENTREPRENEURIAL ACTIVITY, INVOLVING INDIVIDUAL STUDENTS OR ORGANIZATIONS. MANY VOCATIONAL SCHOOLS ARE BUILDING AND SELLING HOUSES, WHERE STUDENTS BUILD AND DECORATE AND STRUCTURE, AND WORK IN CONJUNCTION WITH LOCAL FINANCIAL INSTITUTIONS, REALTORS, AND OTHER BUSINESSES IN THE COMMUNITY. PRESIDENT REAGAN RECENTLY CALLED THE DIRECTOR OF THE MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL IN LEXINGTON, MASS. TO COMMEND HIM ON THEIR FOOD SERVICE PROGRAM, WHERE STUDENTS OPERATE THEIR OWN MCDONALD'S FRANCHISE. HE ALSO COMPLIMENTED THE SCHOOL ON ITS PLANNED $15 MILLION HOTEL COMPLEX, WHICH WILL BE RUN AS A 200-ROOM TRAINING HOTEL. YOUR ADVISORY COUNCILS CAN BE EXTREMELY HELPFUL IN IDENTIFYING OTHER EXAMPLES, OF BRINGING TOGETHER POTENTIAL PARTNERS IN YOUR COMMUNITY TO TRY NEW INNOVATIVE VENTURES, AND HELPING CLEAR AWAY SOME OF THE RED TAPE, FROM BOTH THE BUSINESS AND EDUCATIONAL SIDES, TO FACILITATE SUCH VENTURES.

STATE AND LOCAL ADVISORY COUNCIL MEMBERS, PARTICULARLY INDUSTRY REPRESENTATIVES WHO OWN THEIR OWN BUSINESSES, COULD:

HELP EDUCATE THE COMMUNITY TO NEEDS FOR ENTREPRENEURIAL EDUCATION BY ADDRESSING TEACHER EDUCATORS;

HELP TO DEVELOP CURRICULUM AND STRUCTURE STUDENT ENTERPRISE PROJECTS;

SUPPLY INFORMATION TO STUDENTS ON SPECIAL REQUIREMENTS FOR STARTING A BUSINESS IN THE INDUSTRY IN WHICH THEY WORK;

Foster internships and co-op work experiences that give early exposure to the pressures and potentials of entrepreneurship.

There are two sides to entrepreneurship. The one is work, work, and more work, and the mastering of certain practical skills. Many people with sharp skills work hard all their lives -- for someone else. The other side is that more elusive, harder to define quality which sets some individuals apart. In the January 1983 issue of Tomorrow's Business Leader, a FBLA-PBL publication, we published the following list:

Rating Yourself As An Entrepreneur:

1. Self-confidence
2. Perserverance, determination
3. Energy, diligence
4. Resourcefulness
5. Ability to take calculated risks
6. Need to achieve
7. Creativity
8. Initiative
9. Flexibility
10. Positive response to challenges
11. Independence
12. Foresight
13. Leadership
14. Knowledge of product, market
15. Ability to get along with people
16. Responsiveness to suggestions & criticism
17. Profit-orientation
18. Perceptiveness
19. Optimism

None of the above can be taught in the classroom. We can help develop those qualities and make students aware of their own potential and of the possibilities which exist utilizing their skills to the fullest.

WORKING CLOSELY WITH THE PRIVATE SECTOR, VOCATIONAL EDUCATION CAN EXPAND ITS HORIZONS TO PROVIDE NEW OPTIONS FOR STUDENTS AND CONTRIBUTE TO INCREASED PRODUCTIVITY THROUGH INVOLVEMENT IN ENTREPRENEURSHIP. IT IS A NEW VENTURE, WHICH WILL REQUIRE NON-TRADITIONAL APPROACHES, AND A NEW CONCEPT OF TEACHING.

Betsy Schwammberger
Director of Education
National Federation of Independent Business

NATIONAL FEDERATION OF INDEPENDENT BUSINESS (NFIB)

PROGRAMS AND PUBLICATIONS - SEPTEMBER 1983

The general purpose of the National Federation of Independent Business (NFIB) is to promote the well-being of small/independent businesses by improving the economic climate in which they exist. This is done by increasing the public's awareness of the important contributions that sector makes to the American economy and by making the concerns and opinions of NFIB members known to their elected representatives when they address legislative issues impacting small/independent businesses.

The NFIB Education Department also concentrates on increasing individuals' awareness of career options as owners/employees in small businesses and on promoting economic literacy and a realistic understanding of basic business issues among teachers, students, employees, and other publics. NFIB's research is particularly valuable for identifying, understanding, and finding solutions for problems affecting independent business.

EDUCATIONAL PUBLICATIONS

1. NFIB's Mandate newsletter is critical to the organization. Members vote on the pro/con issues presented in each issue and, when tabulated, the results of these votes form NFIB's legislative positions. By a similar method, annual ballots determine NFIB's positions on state issues.

2. The Public Policy Discussion Series is a collection of essays describing how key policy issues impact small businesses. One of the series' publications, Entrepreneurship: Starting a New Business, summarizes what is necessary to start an enterprise and explains some factors which often determine whether entrepreneurs will succeed or fail. A revised version, with more graphics, is scheduled for this fall.

3. The current collection of posters includes: A Century of Entrepreneurs (biographical sketches of six successful twentieth-century entrepreneurs), Small Business in America (graphs and charts about small business in the U.S.), and What's the Difference?" (comparative standards of living in five world economies).

4. A Teacher's Guide for the "What's the Difference?" poster contains valuable information to facilitate discussions of comparative economic systems.

5. The INSIGHT newsletter and program is designed to help business owners/managers, especially in small and medium-sized companies, help their employees better understand the issues and problems affecting their companies. The newsletter provides information on current issues, and features related materials from other organizations.

RESEARCH PUBLICATIONS

1. The Quarterly Economic Report on Small Business (QER) summarizes data from surveys of a random sampling of NFIB members. Surveys have been conducted during the first month of each quarter for the past ten years. Access to the research tapes is available.

2. In Small Business Economy, a selection of the year's data is presented with illustrations and brief descriptions. The 1981 and 1982 editions of this 16-page booklet are currently available.

3. Special reports are prepared periodically. Published reports now include: Fact Book on Small Business (February 1979), Report on Small Business in America's Cities (November 1981), Small Business Problems and Priorities (April 1983), and Credit, Banks and Small Business (May 1983).

These publications are available as follows:

* Single copies of all publications are free for anyone upon request. Mailing lists for these publications are also maintained for both educators and noneducators.
* Quantities of all educational publications are available at no cost or obligation to teachers for classroom use.
* INSIGHT is offered only on a subscription basis.

OTHER RESOURCES

Among NFIB's strongest resources are its members. Of the more than half a million NFIB members throughout the country, several thousand independent-business owners have expressed a willingness to speak with students about the realities of owning a business. We are particularly eager to recognize and use members' expertise in quality programs already in place. Requests for local members can be made to the NFIB Education Department. After members have participated in entrepreneurship education programs, NFIB will highlight some of the experiences so that others in the educational and business communities can be encouraged to work more closely together.

To further its efforts, the NFIB Education Department is continually searching for ways to distribute NFIB's publications and use its other resources more effectively. This is often done by supporting the programs of other organizations. For instance, NFIB through its Research and Education Foundation will sponsor the cash awards for DECA's Entrepreneurship competitive events. NFIB and DECA will work together to identify key NFIB members who were active in DECA programs as students and see how their vocational education experience influenced to their success as entrepreneurs. Excerpts from NFIB's publications have been included in several free enterprise/business programs, including Junior Achievement's Applied Economics unit on entrepreneurship.

While this summarizes the current publications and programs available from the NFIB Education Department, new programs are always in the planning stages. We always welcome comments and suggestions for materials which will supplement current efforts in entrepreneurship education. In that way, more resources will become available and be utilized effectively in school programs.

Entrepreneurship Education
and the
Joint Council on Economic Education

John E. Clow

The Joint Council on Economic Education was formed in 1949 with the objective of improving the quality and increasing the quantity of economic instruction in the schools. Economic education, as defined by the Joint Council, involved developing an understanding of basic economic principles with a heavy emphasis on those undergirding our economic system. Economic education also involves developing a way of thinking which involves an understanding and use of various economic principles and the problem-solving approach.

The Joint Council strongly believes that economic education should be an important part of entrepreneurial education, just as economic education should be a part of consumer education, career education, and citizenship education. Entrepreneurs, just like consumers, wageearners, and citizens, make decisions about resource allocation. In order to make more informed decisions about limited resources, entrepreneurs should have a basic understanding of basic economic principles and be able to use them as tools in making decisions. Certainly our objective of promoting economic education is consistent with the Stage I Level of the Entrepreneurial Education Framework pertaining to economic literacy.

What is Economic Education?

The Joint Council delineates in a publication entitled Part I: A Framework for Teaching Economics: Basic Concepts the economic concepts, measurement concepts, and a thinking process for dealing with economic problems and issues. This has been used as the structural framework or "bible" for the Council's efforts in economic education. This document has been used as the primary reference point for our publications and teacher inservice workshops. Our goal is that every student graduating from high school should have a mastery of the concepts listed in the Framework.

Two guiding principles under which the Council operates is that economic education should be a developmental process, just like reading, writing, and computation. That is, economic education should start at the lower grades and continue as the student progresses up the educational ladder. A related principle is that economics should be integrated into the existing school curriculum, including units and courses relating to entrepreneurial education.

Available Materials and Inservice Programs for Teachers

Through the years, the Joint Council on Economic Education has developed materials which focusses on economic understandings necessary for entrepreneurs. Our publications showing how economics can be integrated into the primary, intermediate, and the junior high school levels provide teaching strategies demonstrating how the entrepreneur can use economic principles for making decisions. Our publication entitled Strategies for Implementing Economics into Basic Business and Consumer Courses, which is geared for the secondary level, has several activities which specifically involve making business decisions. One of these focusses on factors to consider in buying merchandise to resell for the firm.

In the last five years, the Joint Council has developed two film series. Trade-offs, a fifteen-unit program series for the intermediate grades, has several films on various decisions that the entrepreneur makes. Give & Take, a film series for the junior and senior high school level also has several programs which develop skills and knowledges necessary for the entrepreneur. As examples, one program focusses on using the problem-solving process in making labor decisions. Another shows what the need for the entrepreneur to continually assess what the consumer wants in order to plan the goods and services which are offered. A third one shows through a social-demand type of situation different ways in which a business can increase productivity.

Besides materials for the teacher to use, the Joint Council through its network system has inservice programs available to teachers who are interested in gaining a better economic understanding. At the present time, the Joint Council has 50 State Councils on Economic Education and over 235 Centers for Economic Education located on college and university campuses throughout the nation. Centers and Councils, for example, are currently offering inservice programs covering the content and ways to use the "Give & Take" series.

If you are interested in gaining additional information, contact Dr. John Clow, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036. Telephone (212) 582-5150.

John Clow

CENTRAL ECONOMIC CONCEPTS FOR ENTREPRENEURIAL EDUCATION

1. EVERY DECISION HAS AN OPPORTUNITY COST
2. MOST DECISIONS ARE MADE AT THE MARGIN
3. PRICES ACT AS SIGNALS TO BUYERS AND SELLERS
4. ECONOMIC INCENTIVES PLAY AN IMPORTANT ROLE IN OUR ECONOMY
5. OUR NATIONAL AND WORLD ECONOMY REFLECT A SERIES OF INTERDEPENDENCIES
6. SUPPLY AND DEMAND DETERMINE PRICES AND QUANTITIES PRODUCED IN A MARKET ECONOMY
7. COMPETITION REDUCES PRICE AND INCREASES CHOICE
8. MONETARY AND FISCAL POLICY AFFECT THE OPERATION OF BUSINESSES
9. GOVERNMENT REGULATION AFFECTS THE MARKETPLACE
10. DIFFERENT MARKET AREAS HAVE DISSIMILAR MARKET STRUCTURES

The National Center For
Research In Vocational
Education
September 1983

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Considering the very young history of venture capital as an institutional source of start-up funds in this country, it is important to relate that history in order to anticipate the present and future. Venture capital has been more than a source of financial assistance for young ideas. It has been the basis by which creative enterprise can grow and flourish because someone or some group had the confidence to place part of their economic wealth into the hands of an entrepreneur or entrepreneurial team so that he, she or they may realize their economic as well as psychological independence.

The history of public policy involving venture industry starts with tax limitations, accelerates through the diverse securities laws during the depression years, narrows with the establishment of the Small Business Investment Company Act of 1958 and begins to blossom with the evolution of a formal national institutional venture industry through the ERISA and capital gains reduction period of the late 1970s and early 1980s. Finally, this youngest financial industry established its current public policy presence through the Small Business Investment Incentive Act of 1980 and various regulatory changes that have yet to be completed, such as the Section 385, "debt/equity" regulations proposed by the Internal Revenue Service and the "plan assets" regulation proposed by the Department of Labor. Each of these rulings were three years in the making.

The flow of funds or commitments into formal venture capital organizations reached nearly $7.5 billion by year end 1982. The flow of approximately $1.7 billion to new or growing firms during 1982 illustrates the magnitude of this industry both in terms of the relative significant increase in the past 5 years and the relatively small share of the total flow of funds in this country that it represents. In 1972, only $2.5 billion were available or committed to formal pools of capital and approximately $400 million were disbursed to portfolio firms.

Some actions that are currently increasing the share of flow of funds to innovative firms include: changes by the Securities and Exchange Commission, i.e., Regulation D Exemptions for firms that wish to sell securities privately; dynamic changes in the financial services industry and the deregulation of depository institutions are new sources of finance for small firms; changes in the relationship of regional broker dealers to local small business capital access; and suggested federal/state tax changes to continue the acceleration of such venture flows.

At the local level, much more is being done to help in the formation of new firms. Al Shapero of Ohio State University has recently prepared a report for our Advocacy Office entitled, The Role Of The Financial Institutions Of A Community In The Formation, Effectiveness And Expansion Of Innovating Companies. His conclusions have been developed through surveys which compare local investment decision making for "start-up" firms in Columbus, Ohio and Louisville, Kentucky. The following represents a synposis of the policy implications of Shapero's Study:

- -- The effective availability of pre-venture capital is a critical policy issue.
- -- Policy implementation should be designed to be carried out at the local level.
- -- Pre-venture capital programs should be designed to respond to communities that step forward.
- -- Policies relevant to pre-venture capital should focus on bank loan officers and private individual investors at the local level.
- -- Policy options with the most promise are those that focus on factors shown to affect the decisions of bank loan officers and private local investors.
- -- There is a need for a policy and programs to provide "shovel money" for the earliest stages of venture formation.

Capital access in the last part of this century will be completely different from any other time in our history. How will it specifically affect new firms, and untested, creative ideas is yet to be determined. What is known is that public policy both at the federal and state levels has begun to focus on the interrelationship of venture and equity financing with entrepreneurial desires. Financial and non-financial holding companies perceive small business capital needs as an important market for their services. Experienced venture capital people are available, but in relatively few numbers. All these happenings should be beneficial for innovative firms.

Only limited knowledge and sparse data regarding these interrelationships can hinder productive benefits. With the many diverse private and government sector groups becoming suddenly interested in the new firm's equity needs, it makes one hesitate as to whether venture flows for entrepreneurial development will be permitted sufficient knowledge and practice to rejuvenate our economy and make us competitive internationally.

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September 21, 1983

THE NASDVE INVOLVEMENT IN ENTREPRENEURSHIP EDUCATION

Entrepreneurship Education, so far as most State Directors of Vocational Education are concerned, has had a high degree of similarity with the weather: Everyone talks about it but no one does much about it!

Perhaps that's somewhat of an exaggeration, because not everyone is even talking about it. In fact, up until recently, only a relatively small number of State Directors of Vocational Education have even taken the time to find out much about it.

Leaders in Entrepreneurship Education should not be discouraged, however, and feel they are being ignored, as this certainly is not the case. Other more immediately critical issues are taking up State Director's time, such as federal and state funding, and federal and state legislation revisions and reauthorization. After all, not much can be accomplished in any area of education without sufficient funds, and this is the area currently demanding large amounts of attention, efforts and time.

John W. Struck, Ed.D.
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What this means, of course, is that activities need to be undertaken to get the attention of State Directors --- things like this National Entrepreneurship Forum, which focuses on not only the need for Entrepreneurship Education at its various stages and levels, but also emphasizes how to go about implementing it.

The Life-Long Learning Model of Entrepreneurship Education which was presented by Mel Miller and Ben Rivera, outlines a model which emphasizes learning these skills on a continuing basis --- and this is excellent. Early planting of the seeds of an idea that say : (1) not everyone should or must aspire to working for a huge organization, and (2) it certainly is possible for individuals to successfully start their own business, and be successful, may well be the most effective way to develop entrepreneurship skills.

Vocational education programs and curricula must certainly be modified to include this training -- particularly both Stage 2 and Stage 3 areas and skills. These, as you will remember, are: Entrepreneurship Interest and Awareness; and Creative Application of Occupational Skills and Entrepreneurship Competencies. Stage 4, Entrepreneurship Venture Development, will usually come after High School, and we in Vocational Education also have tremendous opportunities to assist in this area.

So many persons have excellent ideas for a small business, but fail when undertaking such a venture because of an almost total lack of entrepreneurship skills and the knowledge of what it takes to get a new business "up-and-running."

State Directors of Vocational Education, through in-service and professional development activities of many kinds, are rapidly becoming acutely aware of the need to infuse Entrepreneurship Education into nearly all our curriculums.

Our Association (the NASDVE) is thoroughly committed to accomplishing this, and stands ready to encourage and help in any way possible. Just as we have long known that our vocational students need more Job-Readiness Skills in addition to occupational skills, we now know that the majority of job openings for those entering the work force will come from small businesses rather than from large corporations --- and we must prepare our graduates for this!

We are in a unique situation: (1) we have a large number of students who need entrepreneurship information, competencies, and experience, and (2) we have access through our many business, industrial and governmental contacts to persons with considerable knowledge and experience about planning, starting and operating businesses of all kinds and sizes. Thus we have at our fingertips many things: (1) we have a large, special-target audience, (2) we know their training needs relating to entrepreneurship, (3) we are able to determine which specific skills can best be taught within our vocational education classes, (4) we have access to excellent personnel who can either be used as full-time or supplementary instructional staff, and (5) we have ready access to excellent resource materials and practical examples. What more could we ask for? A perfect training opportunity!

The NASDVE is committed to working with administrators, supervisors and teachers, at all levels of instruction, to make Entrepreneurship Education a vital part of the total education available to those who enter our doors. Without this, we cannot claim to be really meeting their needs as they obtain occupational skills and prepare to take their places as contributing members of society, in our work force.

John W. Struck, Ed.D.
Executive Director, NASDVE

STARTING A BUSINESS: AN INTERVIEW WITH PROFESSOR ALBERT SHAPERO

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PERSONALITY/*Burton Cantrell*

STARTING A BUSINESS

Professor Albert Shapero

Albert Shapero holds the William H. Davis American Free Enterprise System professorship at Ohio State University. He is a popular speaker and writer in the fields of management and entrepreneurship.

LS: With interest rates and the general economy being what they are, would someone have to be crazy to try to start a business today?

SHAPERO: If they're crazy they're in good company, because there will be between 600,000 and a million companies starting this year, in hard times. The rate has been high for years, going up—it flattens a little in hard times—but that's how many people are going into business now.

LS: But how many businesses are failing each year?

SHAPERO: Nobody knows. I collect failure rates. The numbers usually given are nonsense! The numbers are based on Dunn and Bradstreet data, and they wouldn't know the time of day. We really don't know the failure rate.

We're doing a study of failure rates in Columbus. We're studying 20 years of the *Yellow Pages*, looking at exits and entries. And exits, you have to understand, are not necessarily failures. I've had two businesses I closed down because I got bored; or someone retires, or someone merges. So the numbers we have are more than just failures. Some people have said that two-thirds of all new businesses fail in the first five years, but *our* data certainly doesn't show that.

LS: What is it that makes some people good at starting a business?

SHAPERO: I can tell you why some people go into business, but "good at it" is something else again.

LS: Then why do people go into business?

SHAPERO: It's not for money. The assumption is that they want to become rich. The assumption is that these are crass, greedy, ambitious, competitive animals. Not at all. The driving motivation is independence—control over one's life.

But two decisions go into it. The first decision is, to change the course of your life. That's a big decision. Often that comes about for negative reasons. You're caught in a form of life because of happenstance. You happened to go to Ohio State because a high school friend decided to go there. You happened to meet a nice person and marry that person because he or she was in your English class. You're held into place. Your kids are in a nice school, your older mother lives nearby. It's comfortable. The big thing is inertia. I don't mean laziness. Inertia—you're just *there*. It takes a lot of energy to break out of "just there."

People act more on negative information than on positive, so it's usually a negative push. You get fired, or they want to transfer you, or maybe you're a refugee. Refugees start a lot of businesses. With women, they often are displaced at a certain age—the children are grown, or they're divorced. So the first decision is that you want to change the course of your life.

LS: And the second decision?

SHAPERO: The second decision depends on two perceptions. First, is this particular business desirable to you? Second, is it credible for you? Often the two perceptions mix. If it's very desirable it may seem more credible.

LS: Define "credible" in this sense.

SHAPERO: It has to do with having resources and know-how. It becomes feasible to you if you *know how* to start a restaurant. Someone who knows the business is going to do well. If you don't know a business, you'd better have a lot of money so you can make mistakes. Failure becomes a learning experience. Henry Ford failed twice before he made it.

LS: So we should overcome the fear of failure.

SHAPERO: What *is* failure? Ford failed twice. Many people I've interviewed have failed at least once. Three years later you come back again and say, "Hey, I know how to do it. I'm going to pay slow and collect fast. The IRS is going to have to catch me. I'm going to lease everything." You've really learned a lot. And now it's much more feasible to you. It's desirable and feasible all over again, at a different level of awareness.

The chances of starting again are not bad at all, especially in the United States. Here there's no onus on failure. In some countries, if someone fails the social onus is so great they have to leave the country. In the United States, when you've tried and failed people think you're a great fellow. You tried!

LS: But nobody intends to fail when they start out. Are there any secrets of success?

SHAPERO: First and foremost is knowledge. The dumbest thing in the world is to try to start a business without knowing anything about it. Even if you buy a business, make it part of the deal that they're going to teach you the business for six months.

LS: But do most people know more than they think they know?

SHAPERO: No. This is just straightforward knowledge. You have to know how to buy potatoes for a restaurant. They should all be the same size. You don't serve one patron a big potato and the next patron a little potato. Where do you go to learn that? There are things to learn.

LS: What about research and planning?

SHAPERO: One of the things I teach at the university is how to do a business plan. It's a tedious thing. Lay out the market, as if they were presenting it to a banker. How much of the market can they get? How will they price it? How will they sell it? How will they make it? How will they finance it? In the end they go through the whole scenario. They think through all the bits and pieces. At least they'll know what they don't know.

LS: You mention going to a banker. How do people get the financing and backing?

SHAPERO: People really don't understand where the money comes from. Most of the money that goes into a new business comes from a person's savings, borrowings, and family. Bankers don't finance new businesses. There are about 555 venture capital firms in the United States, and they get a lot of publicity. They make a handful of investments a year. What *they* call a start-up is something headed by a Ph.D. who is going to make genetic materials. But most money for a typical business comes from personal borrowing and savings.

I would say that Ohio banking is extremely conservative when it comes to making loans to new businesses. Getting the money is a matter of putting it together yourself. Of course, the more you get accomplished, the more you are bankable. If you just have an idea, you're going to get no money. If you have an idea and you've built a model, you may get some money. The more you get accomplished, the more you're in a position to go to other sources of money.

LS: Of course when you look for backers and investors, they become part-owners.

SHAPERO: Right. But God bless 'em. There's an American myth about the inventor who thinks he's going to be fleeced by people who will take over his idea and rob him. It's a crock of baloney. What is control? The biggest worry of most investors is that the person starting the business will get bored and walk away. *That's* control.

A lot of books about business say you've got to have the "right idea." Baloney! There are thousands of good ideas. A relatively good idea with someone who is very competent and hard working is going to do very well. The very best idea in the world is dormant until someone does something with it.

LS: So it's not the idea that's important, it's the person behind the idea. Therefore the competent individual always retains control.

SHAPERO: There are cases of an idea being stolen, of course. But if an investor thinks he's going to have to come in and take over your company, chances are he's not going to invest in you.

LS: What's crucial is an individual who is willing to stick with a business and work it through. An investor is just that—an investor.

SHAPERO: Let me put it this way. An entrepreneur sees the world a little differently than others. Give me a competent person who has know-how, who is an entrepreneur, willing to go to work and do it—and I'll beat the hell out of your best idea being managed by someone who is just a corporate executive. There's a difference.

LS: Is this why certain cultural and ethnic groups seem to share and pass on a particular talent for business?

SHAPERO: What makes something credible to you? What makes it desirable? What makes it feasible? Certain ethnic groups feature independence and autonomy. I once worked in an aerospace firm. My father-in-law, being Jewish, said, "Why do you work for someone else? Why do you let him have control over you?" I was raised in a tradition like that. I had to explain that I was having fun saving the free world, going out and seeing shots at Cape Canaveral, the excitement of technology. But my father-in-law couldn't get that through his head.

But by contrast, my first doctoral student came from a German Catholic family. His father, from a blue collar family, said about going into business, "Why take such a risk?"

So you can see how the different cultural attitudes help determine what's desirable to you. My mother, on the other hand, was happier when I became a professor. In Jewish life, intellectuals are considered higher than business people. But business life was considered good.

In the United States we have a popular culture where going into business is considered good. We're always praising the woman who at the age of 80 made candles and went out and sold them. But the intellectual culture despises business. "Why would you want to be in trade?"

We don't like to think of Henry Thoreau in a grocery store. Thoreau was clothed and fed by the family pencil business. The English majors don't like to think about that. As we broaden education in this country, we broaden the distaste for entrepreneurship.

LS: I suppose it bugs a lot of people who have a master's degree in something, and they're plugging away at some job for state government at $15,000 a year. Then along comes a refugee immigrant who starts a business and gets rich in about five years.

SHAPERO: Our business schools in the United States are academies of corporate bureaucracy. Our kids would be happy in Soviet Russia. They'd *vote* conservative—to the right of Attila the Hun. But a typical MBA could work in a Soviet commissariat, or in the Department of Energy, or at Chrysler. He's working for a bureaucracy. He's doing analysis at a computer. He doesn't have the slightest idea in hell about being in business. While the hippy entrepreneur, who would vote socialist, already has a city license, is cheating the IRS, and is taking Visa and MasterCard.

LS: And he is selling leather belts and sandals.

SHAPERO: He's for free enterprise. This is the difference between the intellectual culture and the popular culture. The popular culture favors business, and the intellectual culture does not. So again—culture plays an important part. In the United States we have a million formations a year, because we're still the country of the second chance. The United States is one country where you can change jobs without penalty. There is not another country in the world where you can have three jobs in a row without being penalized. There's an exhilaration in the country of the second chance!

LS: Is the United States actually that different?

SHAPERO: In Italy, if you or I started a business, they would want to know, "Why would a man of culture do such a crass thing?" We would drop socially. In other cultures it's different—Jews, Lebanese, people from Cork, in Ireland. It's cultural rather than any inherent thing, and it can be changed. Greeks who were fishermen in Greece come here and become restaurant owners, because the local culture has established that. They come, and they work for another Greek who owns a restaurant, and there is a very high incidence of formation of new restaurants among Greeks. Peers and mentors become very important. They make it desirable. You observe people, and you say, "Hey, that looks good."

LS: Picture the people who read this magazine. Surveys tell us that most are fairly well-educated, nearly all are single, many are women in their 30s or 40s. Suppose I give an example of a woman, single, 35, divorced, a couple of children. She'd like to start a business. Give her some specific advice.

SHAPERO: There are questions that you have to ask yourself. Would you do it if you couldn't make more money than working for someone? The answer you give will focus on the matter of independence and control over your own life. Are you a person who can be *asked* to do something, but can't be *told*? In my family you can *ask* any of us to do anything, but you can't *tell* us to do anything. The idea of controlling your life and not having people tell you what to do is very important.

A second thing: are you the sort of person who can live with the insecurity of not having a paycheck? We find in studies that entrepreneurs, as opposed to corporate managers, can tolerate ambiguity. Can you live in an uncertain world? Can you give up that nice, secure, week-in-week-out paycheck?

Third: if you do have family, will they go along with you? If you're single, what about your children or your parents? Will they go along, or at least be passive? You're going to have difficulty if your family fights you on it.

Fourth: do you have a high energy level? This is almost genetic. If you don't have a high energy level, you're going to have trouble. A business makes high demands. You may have to work 100 hours a week.

LS: Let's suppose this woman I've described asks herself these things and says, "Yes."

SHAPERO: Put yourself in the way of learning something about a business. Don't go into business without learning something. Know-how is vital. If there's a business you're interested in, go work there for someone else for a while. That's a good investment of your time. Don't just think, "I love to cook and I like people." Go *work* in a restaurant. Go *do* that. Go and learn.

And there are more formal ways to learn. We teach courses. I like to teach on small business in the evening, so people can come. Every library has a 20-foot shelf on starting a business, and every one of those books has a list of references. It amazes me how many people manage to avoid all the information that's available. You can save a lot of money if you read seriously.

> ***"It's not for the money. The assumption is that they want to become rich. The assumption is that they are crass, greedy, ambitious, competitive animals. Not at all. The driving motivation is independence—control over one's life."***

LS: But once you've studied and made these decisions, you have to gather some capital.

SHAPERO: At that point there's no substitute for sitting down and working out a business plan. How could you convince a friendly but skeptical banker that there's a market out there? Start with the marketplace. Don't tell me it's a great idea. Don't tell me your friends love it. Don't tell me how everybody needs it. Don't say people *need* it. Do people *want* it? Start out with what people will *pay* for.

LS: A lot of potential businesses must die right there, when people realize after a bit of study that it just isn't going to sell.

SHAPERO: But if you've only got one idea, don't go into business. So many businesses start out with one thing and end up with something else! I know a man who started out in aerospace research and ended up with a ski clamp. You're in the *business* business. You're not in a *thing* business. A girl in one of my courses did a business plan for one thing, but came up with three other better ideas that she's going to do. But whatever you're going to start with, don't pass go until you think you could convince a friendly but skeptical banker that there's a market there.

LS: Okay, but suppose it passes that test.

SHAPERO: Then plan what part of that market you can take. How will you sell it? How will you make it? How will you finance it? A business plan is really an intellectual scenario. It's structured imagining.

LS: How do you go about looking for markets?

SHAPERO: Every place there's an irritation—anything that bugs you—anything that you can't find—is a market. Whatever will relieve one of your irritations or satisfy one of your pleasures is a market. If it will take in more money than you put out, it's a business making a profit.

LS: Give me some of your ideas, off the top of your head, for single people who want to be entrepreneurs.

SHAPERO: People going to work try to crowd in an infinite number of services on Saturdays. They are dying for services.

LS: Give me five good examples you've seen.

SHAPERO: People who work can't get their oil changed in their cars. They don't want to do it on Saturday at the local gas station. Someone developed a business plan that would take 20 slots in a local parking garage, use one to change the oil, and do 19 cars a day. This woman figured that she could, by herself, make $25,000 a year. She'd be providing service to 19 people a day downtown.

How about a gourmet take-out? There's one in Columbus. There could be about 14. It would be great for young single people.

What's a good business for women? Well, *every* business is a good business for women. But they have a cultural advantage when it comes to repairs in the home. We trust the average woman to come into our home. We don't trust the average man.

LS: So home repairs might be a good business for my hypothetical single woman.

SHAPERO: Not only could she get into homes because she's nonthreatening, but male tradesmen tend to be patronizing toward the housewife. She could communicate with other women. I think a shop of women doing household repair could charge 15 percent more and clean up the market.

LS: Small appliance repair, for example. Give me a couple more.

SHAPERO: There's a whole array of businesses to be done out of the home, for a woman with children, particularly in the mail order area. Once you put your mind to it all kinds of things show up. How can I make a business that I can run out of my home? One woman came up with a plan to make toys. She couldn't work out the rent. I told her to eliminate the rent. She decided to run a catalog operation out of her home. She didn't know what inventory she needed, and by working as a catalog operation she could build up her inventory. The human mind is marvelously attuned to being creative—if you'll just turn it on. But, of course, put things through the acid test—the market test. There's any number of things. We mentioned repairs, but that's a whole class of things.

LS: There's an almost infinite number of things that need to be done.

SHAPERO: In New York, some people make a business out of taking dogs for a walk in Central Park, for people who live in apartments. Some people have a business processing films of high school football games. There's an immense number of things. But someone always says, "What will *I* go into?" The answer is, start where you are. What do you know something about? What are you comfortable with? What do you *want* to do, if you could go learn it? It's just a question of finding your rear end with both hands.

LS: I began this interview with a question about the present economic situation. Honestly, aren't there some very serious problems today, no matter how good you are or how hard you work?

SHAPERO: In hard times you'll have a harder time selling people. They have less money. There's less credit. But businesses that do start in tough times do far better. You don't do dumb things. You can't afford to. Good times can mask a tremendous amount of bad management. So if you can figure out a business for the present time, you're probably going to do a lot better than if you started out in fat times. It's always going to be tough. If there's a business you want to go into, now's as good a time as any.

LS: Do you have any special techniques for tough times.

SHAPERO: Don't borrow money when it costs 20 percent. If you can do anything that doesn't require borrowing money, do it. Collect fast. Watch cash flow. Cash flow is the key to doing business in hard times.

LS: Do you have any advice for people who are already in business, people who did prosper in good times but are now at rock bottom? I'm thinking of a friend in the kitchen business.

SHAPERO: For one thing, I'd modify what I'm selling. If people aren't buying kitchens—well, making kitchens requires skills in carpentry. Make something else. Make parts of kitchens. Don't get locked into the "thing." If one thing isn't going to work, do something else.

Look, of course there are limits. I don't want to sound naively optimistic, but you're not locked into kitchens, or anything else. Make something else. What *could* you sell now?

LS: You seem to be saying that given the right personality, you could take someone and strand him on an ice floe—and he'd figure out a way to make popsicles.

SHAPERO: Business personalities scatter all over the place, but we find that two or three key elements show up. The key element is optimism. If you don't think a thing can be done, you're not going to start. Think there's a future. Something can be done. Another key is that entrepreneurs see risk differently. He can look at all the factors and see less risk. Why? "Because *I'm* going to be doing it." Confidence. They don't have an objective view of the risk, because they don't consider themselves average guys. They think of themselves as special. "I'm going to make it work!" But you don't have to be a noisy, pushy, money-hungry, aggressive animal. It's just not that way.

LS: Any final punch line for all of this?

SHAPERO: I'm doing what I do because I want people to act like they have free will. It's terribly important that people take control of their own lives. Take control! This is one of the most vital human qualities that we have. Even in Russia, nothing really happens without entrepreneureal people taking charge. To me it's incredible to think that here in America there are young, single, educated people who are afraid to take control of their own lives. It's incredible! ■

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THE OHIO STATE UNIVERSITY

SEPTEMBER 21, 1983

CHARLOTTE TAYLOR
CTA - A MANAGEMENT GROUP/VENTURE CONCEPTS
WASHINGTON, D.C.

WHAT CAN BE DONE TO HELP U.S. BUSINESS: A WOMEN'S BUSINESS ENTERPRISE PERSPECTIVE

Women are adding a new twist to the backbone of the free enterprise system. The old "ma & pa" shops, where Mom merely helped out with the books and rang up the cash register, while Dad owned and managed the business is now dead. Today, "mother" is not only running the show, but running it well.

There is currently a quiet revolution occurring in American, and one going largely ignored by the predominately male business community. This revolution is the increasing feminization of new venture creation in this country. Today, women are becoming the new immigrants of the 20th century. More and more women, like immigrants of the past, are choosing business ownership as the fastest route into our economic mainstream when they find the traditional avenues of upward mobility blocked because of their gender.

Business ownership is becoming increasingly attractive as a career option to women when they look at the realities of the workforce, where women still make 59¢ for every dollar made by men and where women are still clustered primarily in low paying occupations.

Today, most women are well aware that every other marriage ends in divorce. They are becoming increasingly aware that the average American woman spends twenty-six years of her life in the work force if married, and forty-two years if single. This means that the average woman is getting deadly serious about both her career and her earning power.

This also means she is also increasingly seeing business ownership as the fastest route to amassing assets, and gaining economic freedom and power. Between 1972 and 1979 the number of businesses owned by women grew by 30%, and today the Small Business Administration estimates that 20% of the businesses in the United States are women-owned, up from less than 5% a decade ago in 1972.

However, the most astounding trend is found in the latest figures on self-employment. These show that women are choosing self-employment at five times the rate of men, up from a three-to one ratio in 1972.

Although these trends indicate that the profile of the "typical" small business owner can no longer be assumed to be male and that the basic American dream of owning a business is now also a female dream, women face different problems than men in starting enterprises. Real and systemic discrimination continues to impact on the ability of the average American women to not only enter the entrepreneurial game, but also on her choice in the scope and scale of the business game she chooses.

It is interesting to note that although there has been an astounding surge in the number of women choosing this career option, real and systemic discrimination is causing women to cluster in businesses reflect that the same "pink collar" ghetto characteristics that we see when we look at the labor trends among women. Just as working women are clustered in the traditional categories of jobs (i.e., clerical, teaching, etc.), women business owners are also clustered in the traditional categories of business for women: retail and service business. In addition, these businesses tend to be in the small, low growth sector of these industries and data on women-owned firms indicate that they earn substantially less than male-owned firms.

It is difficult to know the cause of this trend. It is a little like trying to discern which came first, the chicken or the egg. We do not know if women are going into these businesses because these are the businesses with which they are most familiar and wish to run, or if they are choosing the route of less resistance and starting "traditional" female businesses because they are both easier to capitalize and gain acceptance for in the marketplace, rather than bucking the system and going into a less traditional business but perhaps one with a higher growth potential.

What there is little doubt about is that the average women enters the entrepreneurial game with a greater handicap than men. Why? Because:

- women, on average, did not grow up with entrepreneurial role models or a history of entrepreneurial business activities, an aspect experts say contributes to new venture creation and entrepreneurial success. While the average male may have experimented with the concept of making money through a paper route, the average women was never a paper "boy," at least not until recently. In addition, most little girls playmates grow up to be housewives and/or lower level employees, not business owners and leaders. Little boys, on the other hand, have playmates who will go into a wider variety of occupations.

- women, on average, enter the credit markets with lower marks on the five C's of credit: collateral, credit, standing in the community, capacity to pay back, and perceived managerial capability. The handicaps are caused by systemic discrimination and the average woman's position in the business community. This has a very real impact on her ability to capitalize on her business. With only 2% of the women in America earning over $25,000 and most of this going into the family "pot" rather than her own investment portfolio. These salary levels impact on her ability to amass assets in her own name from which to leverage her businesses. In addition, she is hampered by a banker's perception of her ability to pay off a substantial loan should the business go under, due to her earning potential. We also cannot forget that it was only in 1974 that the equal credit laws were passed which made it illegal for bankers to take other factors into consideration in denying credit. In reality, even today many women, although they work, handle the family finances and pay bills, have zero credit ratings because they do so as Mrs. John Doe, rather than Mary Doe.

- women, on the average, enter the business community with less specific knowledge and work experience which is applicable to their business. This again is the impact of real and systemic discrimination. Women still only hold 6% of America's administrative or managerial jobs despite the fact that they make up 50% of the workforce.

- women, on the average, are still isolated outside of the business mainstream. In 1983, it is appalling to think that organizations which are dedicated to the informal promotion of commerce such as Rotary, Kiwanis, and country clubs can still put up the "male only" sign and get tax deductions as non-profit organizations.

- women, on the average, have difficulty marketing their businesses to the male community. Women still indicate the need to fight the male perception that their businesses are "hobbies" rather than serious enterprises, or that they get their contracts because they are "cute" rather than competent.

So in answer to the question, do women need special programs and special assistance in starting and growing their business, the answer is yes. The major areas of need are in:

1. management education, particularly in:
   - understanding how the free enterprise system works
   - basic business skills
   - math and risk taking;
2. marketing, particularly in penetrating the male business mainstream;
3. money management and capitalization; and
4. role models of women in growth industries.

A Presidential Task Force was appointed in 1977 to look at what the federal government could do to stimulate Women Business Ownership. It did this because it was recongized that we had a powerful economic development resource for new venture creation in this country: women. Women who are more highly education, better trained, and more committed to careers than ever before. This task force produced a report entitled The Bottomline: Unequal Enterprise in America and its recommendations lead to the creation of a National Policy for Women Business Enterprise and the establishment of an Office of Women Business Enterprise at the Small Business Administration. Although on the back burner until recently, this national policy has recently been affirmed by President Reagan. The Office of Women Business Enterprise is now undertaking a new National Initiative which will involve a series of twenty-five conferences around the nation. In addition, the Interagency Task Force on Women Business Owners Enterprise which is to oversee the activities of the federal government in this area and has been dormant since 1981, has been reactivated.

Most of the action that will occur in the 1980s, however, will be at the state and local level. Already, many states such as Maryland, New York, and Massachusetts have added "women" to their existing minority program, either as a separate category or under the same programs as for socially and economically disadvantaged individuals. However, most of the programs are remedial programs necessitated by the results of the systemic discrimination that impacts on a young girl's or woman's career, education, and life experience choices. Therefore, the potential role of entrepreneurial education and career awareness is exceedingly important if we are to both assist women in both viewing entrepreneurship as an effective work alternative and in setting their business sights higher, and to assist men in realizing that women business owners are not hobbiests, but important components to our future business fabric.

In addition to owning her own management consulting firm, Charlotte Taylor is the Former Executive Director of the Presidential Task Force on Women Business Owners; is the Author of Women and the Business: Strategies for Successful Ownership (Simon and Schuster, 1980/Venture Concepts Press 1983); and writes a column entitled "Can This Business Be Saved" for Working Women magazine; is a member of the Committe of 200, a group of the leading U.S. women business leaders and owners.

VENTURE
CONCEPTS
A Division of CTA-a Management Group
CHARLOTTE TAYLOR, President

HANDOUT FOR

THE NATIONAL ENTREPRENEURSHIP EDUCATION FORUM

Ohio State University
National Center for Research in Vocational Education

September 21, 1983

CTA - a Management Group is a Washington DC based mangement consulting firm which specializes in transferring modern management skills to new and growing enterprises. CTA accomplishes this in three ways: 1) by serving as an on-going advisor in business planning and strategy to a portfolio of individual companies seeking growth advice; 2) by delivering workshops and training programs; and 3) by the design, development and distribution of entrepreneurial and small business training materials through its publishing division, Venture Concepts Press. This division is now marketing a new venture training system, New Enterprise Training for Profits (NET/PRO), nationwide. The objective of NET/PRO is to provide educators, business counselors, and financial advisors with the tools necessary to train and advise people who are interested in business ownership as a possible career option.

NET/PRO is the first comprehensive new venture training system which uses the latest in educational technology and instructional design to make the job of an educator, business counselor, or financial advisor easier by providing the tools to easily instruct people about the realities of business ownership and the skills that they will need to acquire in order to succeed.

The NET/PRO Learning System is a "turn-key" training approach which uses integrated audio-visual and print materials to:

- Introduce potential new venture owners to the realities of business owership.
- Provide self-administered inventories to assess their prospects for success.

VENTURE CONCEPTS SYSTEMS / VENTURE CONCEPTS PRESS
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- Teach entrepreneurs the skills required to start, finance, and operate a successful venture.

- Encourage participants to test their ideas and develop a workable business plan with the support of NET/PRO's client study materials.

The NET/PRO learning program can be delivered in eight easy to administer sessions. The Learning System consists of eight audio-visual learning modules, a business planning text, a business planning workbook, three companion discussin booklets, and a series of self assessment quizzes entitled _Venture Focus_. These materials are used in a three step process which involves:

1) _The Career Awareness Phase_: the goal of this phase is to show the realities of business ownership and provide individuals with self-assessment tools to enable them to decide if this is the right career option for them.

2) _The NET/PRO Learning Phase_: the goal of this phase is to teach participants about the critical skills they will need to acquire to insure success.

3) _The Client Study Phase_: the goal of this phase is to walk a new owner through the decision steps involved in both starting a business, and building a business plan.

NET/PRO was specially designed to offer an effective alternate to individual counseling and traditional instruction modes in basic business skills. Each component in the NET/PRO program works with you to help your clients answer the three questions vital to new business success: "Do I have what it takes?" "Will my idea work?" "What do I need to know?" in an easy to deliver format.

J. Kent Millington
President
National Association for the
Self-Employed

The purposes of the National Association for the Self-Employed (NASE) are to foster an environment where entrepreneurship can flourish and to provide support programs for the self-employed in that environment. The former is accomplished largely through lobbying efforts, while the latter comes through seminars and workshops that reach the self-employed.

The NASE is a relatively new association whose membership has grown to nearly 50,000 in just 2½ years. We are currently growing at the rate of over 8,000 new members per month. Such rapid growth is indicative of the need felt by the self-employed to seek help from organizations that can provide development programs and support for the lonely entrepreneur.

Our past efforts reflect the commitment we have to lobbying and education. The lobbying efforts of the previous two presidents of NASE have been largely focused on federal legislation. Inasmuch as House Majority Leader Jim Wright (D-Texas) represents the district where our home office is located, we have been able to have our voice heard at the highest level of Congress. Senators Tower and Bentsen are both senior members of the Senate and have been helpful in keeping us informed of legislation and in representing our interests in the Senate.

Our educational programs have largely been centered on the publication of reference material for the self-employed. We published Slash Your Income Taxes,by Vernon K. Jacobs, a noted tax authority, to help give small business owners a handy reference for tax planning. Last fall we produced Raising Money for Your Business , a book that describes eight major methods of raising business capital and which gives nearly 2,000 names of companies from venture capitalists to banks to SBIC's. Our monthly newsletter, Profitline, contains a variety of articles on many business topics all pointed toward giving our members new ideas and useful information.

We are now in the process of expanding our educational programs to include jointly-sponsored seminars and workshops. For example, we have planned a series of seminars on finance, accounting and management to be presented in cooperation with the University of Denver. One of the beneficial by-products of this program will be to introduce the entrepreneur to the excellent resources available at the University and to encourage use of this resource. We are also helping to establish local networks, or small business discussion groups, where mutual problems can be aired and solutions offered and discussed.

Encouraged by our initial success in the Denver area, we have begun to extend this program to other colleges and universities and the reception has been overwhelming. As we expand our own vision, and as others become aware of us, we intend to become a "broker of resources" helping those seeking advice find those capable of giving it. This educational effort will be the main focus of attention for the National Association for the Self-Employed.

John Russell
U.S. Department of Commerce

BRIEFING PAPER
FOR

A NATIONAL MANAGEMENT DEVELOPMENT PROGRAM FOR MINORITY BUSINESS ENTERPRISE BY PRIVATE AND PUBLIC SECTOR PARTNERSHIPS

MINORITY BUSINESS DEVELOPMENT
AGENCY (MBDA)
U.S. DEPARTMENT OF COMMERCE
VICTOR M. RIVERA
DIRECTOR

MANAGEMENT DEVELOPMENT AND TECHNICAL
ASSISTANCE COMMITTEE OF THE
INTERAGENCY COMMITTEE (IAC)

CHAIRPERSON: DR. ROBERT WORTHINGTON
ASSISTANT SECRETARY FOR VOCATIONAL
AND ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION

Minority Enterprise Development Week, 1983

By the President of the United States of America

A Proclamation

The entrepreneurial spirit underlies our free enterprise system and is one of the principal sources of America's strength.

Ownership of one's own business is an aspiration held by many Americans. Minority Americans share fully in this aspiration. The success of minority business enterprise demonstrates that hard work and individual determination can serve as a powerful engine for social mobility and economic progress.

As a Nation, we are indebted to minority entrepreneurs for their contributions to our economic well-being. They bring innovative products and services to the marketplace, create jobs, and provide training to thousands of workers.

Our challenge today is to enhance the ability of minority Americans to participate more fully in the market economy and to achieve greater economic independence.

In my December 17, 1982, statement, I promised to designate the first full week in October each year to honor the many valuable contributions minority businessmen and businesswomen make to our society.

NOW, THEREFORE, I, RONALD REAGAN, President of the United States of America, do hereby proclaim the week of October 2 through October 8, 1983, as Minority Enterprise Development Week, and I call upon all Americans to join together with minority business enterprises across the country in appropriate observances.

IN WITNESS WHEREOF, I have hereunto set my hand this 11th day of August, in the year of our Lord nineteen hundred and eighty-three, and of the Independence of the United States of America the two hundred and eighth.

Ronald Reagan

"OUR ADMINISTRATION PROMOTES AN ECONOMIC ENVIRONMENT IN WHICH MINORITY ENTREPRENEURS CAN BETTER MARSHALL THEIR TALENTS AND SKILLS TO ACHIEVE BETTER LIVES FOR THEMSELVES AND, IN SO DOING, CONTRIBUTE TO A STRONGER ECONOMIC BASE FOR AMERICA."

"GREATER ECONOMIC INDEPENDENCE FOR MINORITY AMERICANS WILL BEST BE ACHIEVED THROUGH INCREASED OPPORTUNITIES FOR PRIVATE EMPLOYMENT AND BUSINESS OWNERSHIP."

"A RENEWED AND VIGOROUS MINORITY BUSINESS EFFORT FOR THE 1980S WILL ASSIST IN THE FORMATION OF AT LEAST 60,000 NEW MINORITY BUSINESSES OVER THE NEXT TEN YEARS AND THE EXPANSION OF 60,000 PRESENTLY EXISTING BUSINESSES IN THE SAME TIME PERIOD."

"RECOGNIZED THAT THE REALIZATION OF THE AMERICAN DREAM IS ULTIMATELY ACHIEVED IN THE PRIVATE MARKETPLACE, WE CAN, THROUGH A GREATER COMMITMENT TO THE PUBLIC AND PRIVATE COOPERATION, HELP MINORITY AMERICANS TO ACHIEVE FULLER PARTICIPATION IN THE MARKET ECONOMY."

"AND BEGINNING NEXT YEAR, I WILL DESIGNATE ANNUALLY THE FIRST FULL WEEK IN OCTOBER AS MINORITY ENTERPRISE DEVELOPMENT WEEK."

STATEMENT OF PRESIDENT REAGAN ON
MINORITY BUSINESS ENTERPRISE
DECEMBER 17, 1983

MINORITY BUSINESS DEVELOPMENT MEANS

- JOB CREATION
- URBAN DEVELOPMENT
- RURAL DEVELOPMENT
- INDIAN RESERVATION DEVELOPMENT
- EXCELLENCE IN EDUCATION

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MINORITY BUSINESS GROWTH REQUIRES

- TRAINED EMPLOYEES
- TRAINED MANAGERS
- TRAINED BUSINESS OWNERS

IMPORTANCE OF COMMUNITY AND INSTITUTIONAL RECOGNITION OF MINORITY BUSINESS DEVELOPMENT AS IT RELATES TO:

- JOB CREATION
- URBAN DEVELOPMENT
- RURAL DEVELOPMENT
- INTERNATIONAL TRADE
- EXCELLENCE IN EDUCATION

MINORITY ENTERPRISE AS A PRESIDENTIAL INITIATIVE

- MINORITY ENTERPRISE DEVELOPMENT WEEK IN OCTOBER IS A PRESIDENTIAL ANNOUNCEMENT ON THE IMPORTANCE AND VITAL ROLE OF MINORITY BUSINESS IN AMERICA'S PRESENT AND FUTURE.
- OCTOBER IS THEREFORE A PRESIDENTIAL CALL TO ACTION.
- A CALL TO BEGIN A NATIONAL MANAGEMENT DEVELOPMENT PROGRAM FOR MINORITY BUSINESS ENTERPRISE BY PRIVATE AND PUBLIC SECTOR PARTNERSHIPS.

A NATIONAL PROGRAM BUILT ON:

- THE FINE PROGRAMS AND NETWORKS ALREADY ESTABLISHED FOR SMALL BUSINESS MANAGEMENT DEVELOPMENT AND
- THE FINE EDUCATION AND SUPPORT SYSTEMS THAT HAVE NOT BEEN CALLED ON OR FULLY UTILIZED FOR MINORITY BUSINESS MANAGEMENT DEVELOPMENT.

YOUR ORGANIZATION/INSTITUTIONAL INVOLVEMENT THEREFORE MEANS THAT:

- YOU EMPHASIZE TO YOUR CONSTITUENTS THE IMPORTANCE OF MINORITY BUSINESS AND
- THAT YOU BEGIN PLANNING HOW YOUR INSTITUTION CAN PROMOTE MINORITY BUSINESS GROWTH.

WE ASK YOU TO PLAN HOW YOUR INSTITUTION CAN:

- LINK MINORITY BUSINESS GROWTH TO YOUR URBAN ECONOMIC DEVELOPMENT PROGRAM
- TIE YOUR EDUCATIONAL SYSTEM INTO MINORITY BUSINESS DEVELOPMENT
- NETWORK YOUR YOUTH AND MANPOWER PROGRAMS INTO MINORITY BUSINESS DEVELOPMENT
- PROMOTE RURAL BUSINESS DEVELOPMENT THROUGH MINORITY BUSINESS DEVELOPMENT
- GIVE MINORITY BUSINESS DEVELOPMENT A MAJOR ROLE IN ENTERPRISE ZONE PROGRAMS
- PREPARE MINORITY YOUTH FOR BUSINESS CAREERS IN INTERNATIONAL TRADE AND TECHNOLOGY
- PROMOTE THE PRESIDENTIAL GOAL OF 6,000 NEW MINORITY BUSINESSES PER YEAR.
- PROMOTE THE PRESIDENTIAL GOAL OF 6,000 MINORITY BUSINESS EXPANSIONS PER YEAR.

THE PROGRAM PLAN

CLARIFICATION POINTS: THERE ARE TWO PHASES-

PHASE I

MINORITY ENTERPRISE WEEK IN OCTOBER WILL ANNOUNCE AN HIGHLIGHT THROUGH VARIOUS MEDIA:

- THE IMPORTANCE OF MINORITY BUSINESS DEVELOPMENT
- A FORTHCOMING YOUTH BUSINESS AWARENESS PROGRAM FOR 12,000 MINORITY YOUTH
- A FORTHCOMING BUSINESS MANAGEMENT TRAINING PROGRAM FOR 600 MINORITY BUSINESS PERSONS

NOTE: MENTION IS MADE OF A CONCENTRATION IN 12 CITIES. THE REASON FOR THIS IS THAT MBDA RESOURCE CAPABILITY IS LIMITED.

IT IS HOPED THAT YOUR INSTITUTIONAL RESOURCES CAN HELP TO BROADEN THIS FOCUS.

PHASE II

- DEPENDS ON YOUR RESPONSE - SPECIFIC PROGRAM INITIATIVES THEREFORE DEPEND ON OUR COLLECTIVE INTEREST AND CAPABILITIES.

PROGRAM GOALS FOR PHASE II INCLUDE:

- TRAINING AT LEAST 1,000 YOUTH FOR MINORITY BUSINESS AS EMPLOYEES, MANAGERS, AND OWNERS
- LINKING MBDA'S 100-PLUS MINORITY BUSINESS DEVELOPMENT CENTERS TO ESTABLISHED LOCAL BUSINESS MANAGEMENT TRAINING NETWORKS
- ESTABLISHING A MINORITY SMALL BUSINESS TRAINING CAPACITY IN AT LEAST 10 HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
- TIE TRAINING FOR YOUTH AND ADULTS FOR MINORITY BUSINESS INTO AT LEAST 10 STATE PROGRAMS AND 10 URBAN PROGRAMS
- ESTABLISH AT LEAST FIVE RESERVATION AND RURAL INDIAN TRAINING PROGRAMS FOR SMALL BUSINESS
- PUT MINORITY BUSINESS DEVELOPMENT ON THE ANNUAL MEETING PROGRAM OF AT LEAST 25 MAJOR EDUCATIONAL INSTITUTIONS
- ESTABLISH DEPARTMENTS OF ENTREPRENEURSHIP IN 100 URBAN AND RURAL HIGH SCHOOLS
- ESTABLISH 100 ENTREPRENEURSHIP SCHOLARSHIPS FOR MINORITY HIGH SCHOOL SENIORS
- ESTABLISH 100 TEACHER SCHOLARSHIPS FOR ENTREPRENEURSHIP
- ESTABLISH DEPARTMENTS OF ENTREPRENEURSHIP IN 20 TEACHER EDUCATION INSTITUTIONS.

THE PRICE TAG FOR A NATIONAL PROGRAM

HOW MUCH AND WHO IS GOING TO PAY FOR IT?

POINTS:

- A NATIONAL PROGRAM BEGINS NOT WITH MONEY BUT BY GETTING THE WORD OUT THAT MINORITY BUSINESS DEVELOPMENT IS IN OUR INSTITUTIONAL AND ORGANIZATIONAL SELF INTEREST

- WE ARE NOT ALWAYS TALKING NEW MONEY BUT THE REALLOCATION OF FUNDS ALREADY OUT THERE

  EXAMPLES:

  PRIVATE INDUSTRY COUNCILS - PIC(S) SUPPORT OF EMPLOYEE, MANAGEMENT, AND OWNER TRAINING FOR MINORITY BUSINESS DEVLEOPMENT

  GOVERNORS AND LOCAL DISCRETIONARY FUNDS - IF STATE AND LOCAL EXECUTIVES SEE MINORITY BUSINESS TRAINING AS VITAL TO THEIR STATE AND COMMUNITY GROWTH AND SURVIVAL

  CORPORATIONS AND FOUNDATIONS - IF CORPORATIONS AND FOUNDATIONS ARE SOLD ON THE IDEA THAT MINORITY BUSINESS TRAINING CAN MAKE A DIFFERENCE IN EMPLOYMENT, URBAN AND RURAL DEVELOPMENT, INTERNATIONAL TRADE, ETC. AND THERE ARE TRAINING NETWORKS TO PROVIDE IT

- THE NEW MONEY, THE PROJECTED FIGURE OF $3 MILLION DOLLARS, MAY NOT THEREFORE BE NEW OR EVEN ACCURATE

- THE ACTUAL PRICE TAG, THEREFORE, WILL INCLUDE A COMBINATION OF NEW AND OLD PRIVATE (PUBLIC SECTOR) MONEY, IN-KIND CONTRIBUTIONS--AN ESTIMATED AMOUNT OF $3 MILLION DOLLARS

TWO MORE IMPORTANT POINTS

AS MOST OF YOU ARE AWARE, THERE ARE MANY FINE SMALL BUSINESS TRAINING NETWORKS OUT THERE WHICH ARE NOT WELL KNOWN OR FULLY UTILIZED. A NATIONAL MINORITY BUSINESS PROGRAM MUST TIE INTO THESE NETWORKS AND NOT ESTABLISH EXPENSIVE AND DUPLICATIVE NEW TRAINING PROGRAMS

, MINORITY BUSINESS PERSON CAN PAY ALL OR SOME OF THEIR TRAINING COSTS IF THE PROGRAM IS KNOWN TO THEM AND THEIR SERVICE ORGANIZATIONS AND MEETS THEIR BUSINESS NEEDS

YOUR ORGANIZATIONAL/INSTITUTIONAL ROLE

WHERE DO WE GO FROM HERE, WHAT CAN YOU CONTRIBUTE?

PHASE ONE - MINORITY ENTERPRISE DEVELOPMENT WEEK
OCTOBER 3-7, 1983

- WHAT CAN YOU DO TO PUBLICIZE THIS EVENT AND PROMOTE THE IMPORTANCE OF MINORITY BUSINESS?
- WHAT CAN YOU DO TO PROMOTE MINORITY YOUTH AWARENESS OF BUSINESS AS A CAREER?
- WHAT OUTREACH ACTIVITIES TO THE MINORITY BUSINESS COMMUNITY CAN YOU PROMOTE?
- WHAT ACTIVITIES AND ACCOMPLISHMENTS IN MINORITY BUSINESS DEVELOPMENT BY YOUR INSTITUTION CAN YOU PUBLICIZE AND ADVERTISE?

PHASE II

WHAT CAN YOUR ORGANIZATION/INSTITUTION CONTRIBUTE TO:

- YOUTH AND ADULT TRAINING FOR MINORITY BUSINESS
- URBAN AND RURAL MINORITY BUSINESS DEVELOPMENT
- MINORITY BUSINESS TRAINING FOR INTERNATIONAL TRADE AND TECHNOLOGY
- TIE MINORITY BUSINESS TRAINING INTO 10 STATE AND URBAN PROGRAMS
- ESTABLISH INDIAN BUSINESS TRAINING PROGRAMS
- PUT MINORITY BUSINESS DEVELOPMENT ON THE ANNUAL MEETING AGENDAS OF TWENTY-FIVE MAJOR EDUCATIONAL ASSOCIATIONS

NATIONAL MANAGEMENT DEVELOPMENT PROGRAM
FOR MINORITY BUSINESS ENTERPRISE
BY PRIVATE AND PUBLIC SECTOR PARTNERSHIPS

PLEASE PRINT

1. NAME OF ORGANIZATIONAL INSTITUTION:

____

2. ADDRESS:

____
____
____

3. TELEPHONE

____

4. NAME OF CHIEF EXECUTIVE AND TITLE

____

____

5. NAME OF CONTACT/COORDINATING PERSON FOR THIS PROGRAM

____

TELEPHONE

____

TITLE

____

6. INSTITUTIONS, PERSONS YOU COULD RECOMMEND FOR INCLUSION IN THIS PROGRAM

____
____
____

7. MBDA CONTACT PERSON: JOHN RUSSELL
OFFICE OF RESOURCE DEVELOPMENT
MINORITY BUSINESS DEVELOPMENT AGENCY
U.S. DEPARTMENT OF COMMERCE
14th & CONSTITUTION AVENUE, N.W.
WASHINGOTN, D.C. 20230
TELEPHONE: 202/377-3237

FACT SHEET

"Minority Business Management Development Project"

Collaborators: Minority Business Development Agency (MBDA) - Sponsor;

American Association of Community and Junior Colleges (AACJC);

Opportunities Industrialization Centers of America, Inc. (OIC);

SER-Jobs for Progress, Inc. (SER)

Scope: National; 12 cities-
Albuquerque, New Mexico
Atlanta, Georgia
Baltimore, Maryland
Cleveland, Ohio
Kansas City, Missouri
Los Angeles, California
McAllen (Brownsville/ Laredo), Texas
Miami, Florida
New York, New York
Philadelphia, Pennsylvania
San Francisco, California
San Juan, Puerto Rico

Purpose: Upgrade business management capacity of current and future minority business owners/managers.

Objectives: Provide business management training to 600 minority entrepreneurs

Provide business career awareness activities to 12,000 minority youths.

Strategy:

1. Publicize and promote project during National Minority Enterprise Development Week (October 3-7).
2. Convene project planning meeting late October early November.

3. Conduct management training and business career awareness activities between November 1983 and February 1984.

4. Convene project review workshop in February 1984.

5. Promote/market project products and results nationally from March 1984 to September 1984.

Contact:

John Russell
MBDA, Room 5088
U.S. Department of Commerce
14th & Constitution Aveune, N.W.
Washington, D.C. 20230
202/377-3237

"Minority Business Management Development Project"

A Timeline

Project Action Steps	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
1. Publicize national program		●											
2. Establish local project coordinators in each of the 12 areas*	—	—	—	—									
3. Obtain support for promotion program		●											
4. Distribute project materials			●										
5. Prepare a kit of resource materials			—	—	—	—	—						
6. Convene an orientation/planning meeting		●											
7. Provide technical assistance to sites for:		—	—	—	—	—	—						
a. minority youth business awareness activities (12,000 individuals)			●										
b. business management training (600 owner/managers)				—	—	—	—						
8. Provide technical assistance to other locations and organizations				—	—	—	—						
9. Convene review workshop							●						
10. Disseminate project report							●						
11. Publish project article in AACJC Journal							●						
12. Disseminate and promote use of project models/materials							—	—	—	—	—	—	—

* Coordinators will be encouraged to conduct the minority youth business awareness activities as close to Minority Business Management Development Week as possible, and to schedule management training activities so that they do not interfer with the December holiday business rush. In fact, if it is possible, coordinators will be asked to conduct training activities before the rush on issues and topics that might contribute to increased success of the managers' businesses during the holiday rush.

Minority Business Management Development Project

Idea Sheet

Announce, promote project in your association media. Supply local contacts

Reference Project in your mass mailings, letters, meeting agendas

Promote participation of your organization in local planning meetings

Supply project coordinators with names of local organizations, individuals, groups that should be involved

Promote minority youth programs and activities centered on business awareness in coordination with project,

Help promote local media coverage of project

Help access local business for minority youth site visits

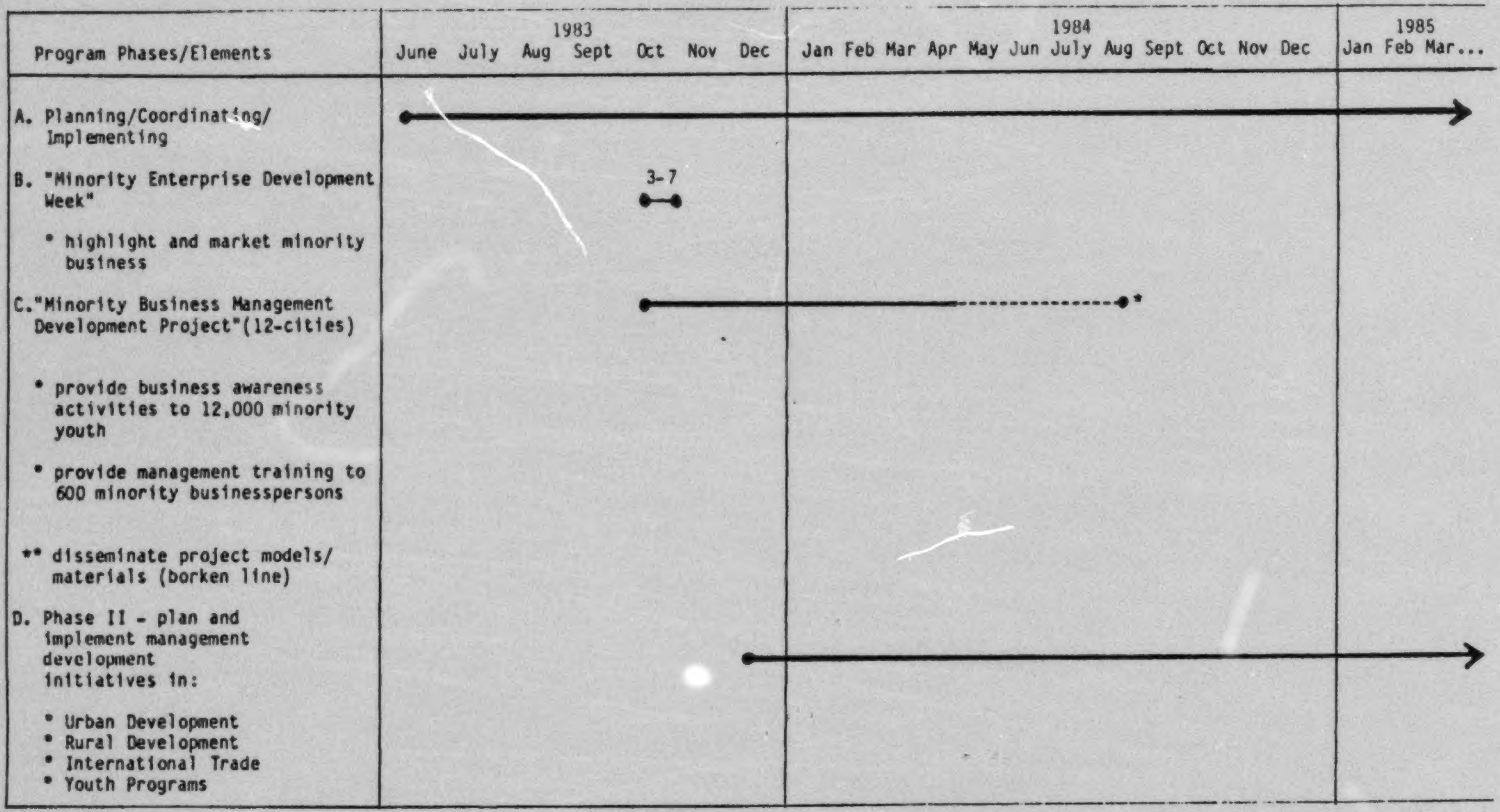
Encourage inclusion of minority business development on your annual meeting programs

Promote official endorsement statements of minority business development by your association

Promote Private Industry Councils (PICs) support and involvement in minority business development training [illegible] Minority Business Management Development

Through Private/Public Partnerships

A Timeline



A. Planning/Coordinating/ Implementing

B. "Minority Enterprise Development Week"

- highlight and market minority business

C. "Minority Business Management Development Project" (12-cities)

- provide business awareness activities to 12,000 minority youth
- provide management training to 600 minority businesspersons

*• disseminate project models/ materials (borken line)

D. Phase II - plan and implement management development initiatives in:

- Urban Development
- Rural Development
- International Trade
- Youth Programs

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Best Available Copy

PROGRAM

MINORITY ENTERPRISE DEVELOPMENT WEEK

U.S. DEPARTMENT OF EDUCATION

HORACE MANN LEARNING CENTER
FEDERAL OFFICE BUILDING
400 Maryland Ave., S.W.
Washington, D.C.

Tuesday, October 4, 1983

2:15 - 3:45 p.m. *Entrepreneurial Development Through Vocational Instructional Programs*

Featuring student members of:
Distributive Education Clubs of America
Future Business Leaders of America
Future Farmers of America
Future Homemakers of America - FHA/HERO

4:00 - 5:30 p.m. *OPENING CEREMONIES*

Chairman: Dr. Robert M. Worthington
Assistant Secretary
for Vocational and Adult Education

Developing Partnerships for Entrepreneurship Education

Dr. T. H. Bell, Secretary of Education

Invited Guests: James Coyne
Special Assistant to the President on Private Sector

Dr. Margaret J. Seagears
Executive Director
White House Initiative
Historically Black Colleges & Universities

Mrs. Alice G. Pinderhughes
Superintendent of Schools
Baltimore, Maryland

William B. Turner, Executive Director
Technology Exchange Center
Garden Grove, California

RECEPTION

Courtesy of IBM Corporation and Northrop Corporation

continued . . . . .

Wednesday, October 5, 1983

3:00 - 5:30 p.m. *Building Entrepreneurial Competencies Through Vocational and Adult Education*

Featuring examples of local, State, and national programs

Thursday, October 6, 1983

2:00 - 4:00 p.m. *How and Where to do Business with the U.S. Department of Education*

Informal discussion with program and contract personnel

Paul A. Donais, Ph.D.
Faculty
Institute for Management Competency

SUSTAINING A DREAM

It is, in many ways, the best of times for small business entrepreneurship in this country. New business startups are at an all time high. Small business is generating nearly two-thirds of all new jobs in the United States. Even the corporate sector now clamors for new devices by which to instill that small business, entrepeneurial spirit into their companies. In one significant way, however, it may also be the worst of times. Fully three out of every five new businesses fail. Three out of five of us who cherish a dream of our own enterprise, who seek to extend a vision beyond ourselves to others, fail to do so.

We at the American Management Association have focused on sustaining the dream--on Stage 5, if you will, of your Life Long Entrepreneurship Education Framework. In investigating entrepreneurship in terms of Long Term Expansion/ Redirection, we have come to some outstanding conclusions--and we have implemented them.

Ten years ago, we realized that successful, sustained performance in the business arena could not occur unless managers could be educated to include in their repertoire of behaviors those actions which were clearly the domain of successful managers. Yet, we were not sure what successful managers did--how the entrepreneur built and sustained his/her dream, how they passed their vision on to others.

We commissioned a leading behavioral research firm to analyze data on more than 2,000 successful managers--many of them small businessmen and women who had sustained their dream, had built and expanded their businesses. That research firm scientifically identified the specific competencies that separate superior from average managers--those skills that allow each and every one of us to turn the vision into a sustaining reality. Those skills proved to be 18 in number--

a criterion-validated model of the superior manager. Today, they constitute the assessment and training components of our ' Competency Development Laboratory,' a two week development of an individual portfolio of management strengths and specific actions to be taken on-the-job to accelerate managerial growth--and the growth of the dream.

While our program is generic in nature, covering successful management in all levels of entrepreneurial endeavor, it clearly has special focus for the small businessman or woman. We found that to sustain successful growth in yourself, in those that work to help you sustain your dream, and in your business itself, there are 18 generic skills which clearly should be mastered. These 18 competencies group into four distinct clusters:

Goal and Action Management

Dealing with the manager's initiative, image, problem-solving skills, and goal orientation. There are four competencies in the Goal and Action Management cluster that have been found to be directly related to entrepreneurial growth.

Leadership

Representing the superior manager's ability to discern the key issues, patterns or objectives in an organization and to then conduct oneself and communicate in a strong fashion. There are four competencies in the leadership cluster.

Human Resource Management

Focusing on how superior managers build networks and coalitions with others to accomplish tasks, stimulate cooperation and pride in work groups, and exhibit positive expectations about others, along with realistic views of themselves. Seven competencies are included in the Human Resource Management group.

Directing Subordinates

Involves a superior manager's freedom of expression, both in times that call for giving directives and orders as well as times that call for providing feedback to help develop subordinates. Three competencies comprise this cluster.

It is our intent to further the dream. While it is difficult--some say very difficult--to begin in this environment, how sad is a beginning--so carefully built and intensely dedicated--that is not passed on, a vision of the future that cannot be sustained ? We at American Management offer an educational opportunity for Stage 5 -- to solve your business problems, to expand existing business effectively. We want to help you build that dream.

JOHN C. MAHANEY, JR.
PRESIDENT
OHIO COUNCIL OF RETAIL MERCHANTS

STAGE 5 - LONGTERM EXPANSION/REDIRECTION

I. The American Retail Federation (ARF) and State Affiliates

A. A.R.F. - National organization of retailers.
1. Protects retailers interests with Federal Government
2. Provides national seminars on various topics aimed at increasing sales

B. 51 State Retail Associations.
1. Lobby state government for retail industry
2. Provide educational seminars and cost-cutting services for membership

II. The Ohio Council of Retail Merchants

A. Formed in 1922 to serve as "the Voice of Retailing" in Ohio.

B. Types of retailers represented (large and small).
1. Department Stores
2. Food Stores
3. Clothing Stores
4. Furniture Stores
5. Shoe Stores
6. Gift Stores
7. Sporting Good Dealers
8. Jewelers
9. Bakers
10. Vending Operators
11. Convenience Stores
12. Drug Stores
13. Fast Food Restaurants

III. Basic Governmental, Educational and Financial Benefits to Membership

A. Although large chain members contribute the majority of the dues to the Council, programs are geared to the small retailer who need the education and services the most.
1. Governmental benefits
a. Protection and enhancement of retailing interests in legislative and administrative law. (Ohio General Assembly, State elected officials, State departments)
2. Educational benefits for members
a. Bulletin Service (General, Update, Foodview, Bakers, Jewelers)
b. Seminars (Store Security, Advertising, Direct Mail, Tailoring, Jewelry, Management)
- Strongly directed towards small retailers
c. Trade divisions - meetings for exchanging of ideas
3. Public education
a. Ohio Council Against Shoplifting
b. Voter registration
c. "Buy Ohio"
d. Media contact
4. Financial benefits
a. Bankcard program
b. Check confirmation service
c. Computerized billing program
d. Low-cost car rental
e. Freight auditing

IV. Committee Network

A. Various committees made up of small and chain retailers are constantly meeting to exchange ideas and better their businesses and that of the entire membership.

1. Chain Drug Committee
2. Credit Committee
3. Employee Relations Committee
4. Energy and Environment Committee
5. Food Industry Committee
6. Public Relations Committee
7. Store Security Committee
8. Taxation and Fiscal Policy Committee

B. Committees used as a "help network" for small retailers who need education or assistance in a particular problem.

1. Major retailers lend their time and expertise to small retailers in developing strategies for success

V. Conclusion

A. Governmental, education and financial efforts of the Council are geared to the small retailer.

1. "So goes the small businessman, so goes business in general"

PRESENTATIONS BY
REPRESENTATIVES OF LEAD STATES

PUEBLO SCHOOL DISTRICT NO. 60
DIVISION OF INSTRUCTIONAL SERVICES
OFFICE OF VOCATIONAL EDUCATION

Marj Leaming
Colorado

THE FREE ENTERPRISE SYSTEM

The Pueblo School 60 Vocational Planning Advisory Council (VPAC) determined from a survey of all vocational students that very few understood profit and loss as related to the operation of a business. Most students surveyed felt that businesses had a net profit on gross sales exceeding 60%. Further, they discovered from fellow businessmen that most employees, youths and adults, did not understand the free enterprise system. The Council recommended to the school district that a unit emphasizing the free enterprise system be developed and included in the curriculum of every vocational program. The vocational teachers support the council's recommendation and requested help in understanding and implementing instruction on the free enterprise system. To accomplish this an in-service workshop will be presented to all vocational teachers September 27, 1983, by the Colorado Council on Economic Education with Dr. Paul Ballantyne as the facilitator.

Following this presentation, a curriculum writing team will be selected to develop a flexible free enterprise unit of instruction for 23 vocational program . There are also tentative plans being developed to offer a course to the vocational instructors on the free enterprise system. The free enterprise unit will be piloted in the Spring of 1984 and prepared for full implementation in the 1984-85 school term. The Colorado Council on Economic Education has been very helpful in developing this plan.

Role and Mission

The development of a Center for Small Business at Pueblo Community College is consistent with the mission of the State Board for Community Colleges and Occupational Education, is consistent with the recommendations of the U.S. Department of Education, and is in concert with the philosophy of Pueblo Community College.

It shall be the role and mission of the Center for Small Business to develop and implement all feasible services, activities, and products determined to be useful for the assistance to and furtherance of small businesses especially in the Pueblo Community College service area*.

A. Long Term Goals

1. To provide a system for promoting cooperation between the institutions and the small business community in Southern Colorado.
2. To develop a system of training services that meet the needs of existing and prospective small businesses regardless of race, sex, or creed.
3. To become a major financially autonomous, non-profit service center that makes significant contributions to the success of small businesses.

*Pueblo, Fremont, and Custer counties

B. Short-term Objectives

1. To conduct a thorough market analysis to be used as a data base for the assessment of individual market profiles and relevant research.
2. To develop and provide the appropriate training and consulting services needed by targeted small businesses.
3. To establish an autonomous funding system to insure the Center's success and longevity.
4. To foster a cooperative spirit among small businesses, the college, and other agencies involved in small business advice, counsel, and training.

It should be noted that additional short-term objectives will be determined as a result of the initial market analysis.

Proposed Activities and Services

Specific activities and services will be based upon precise objectives and the needs of business clients as they occur. There is some utility, however, in identifying general activities and services to be undertaken by the Center. These immediate and general activities will include:

-Development of proper funding, public and private

-Basic research and market analysis for central data base

-Ascertainment of major needs of existing and prospective businesses

-Development of technical training services to satisfy current needs

-Development of business and managerial training services as required

-Consulting services

-Development of a communications network to service clients

-Student internship activities

-Establish close linkages among small businesses and interested agencies, i.e., PEDCO, Chamber of Commerce, SBA.

-Development of a retraining program for displaced workers

-Curriculum design for businesses wishing to conduct their own training

-Development of tailored employee educational plans leading to formal training certificates and associates degrees

-Development of a proper promotional campaign to involve businesses with education and the Center's services

-Center for dissemination of information

Colorado Mountain College, Glenwood Springs, Colorado

SMALL BUSINESS MANAGEMENT CERTIFICATE

Program Description:

On the western slope of the Rockies, Colorado Mountain College, through its eight Community Education program offices, delivers a custom-tailored series of courses and seminars leading to a Small Business Management Certificate. This program was developed in cooperation with local small business owners. It consists of a group of core courses totaling 12 quarter credit hours and 18 quarter credit hours of electives. However, persons not interested in earning credits may audit or take the instruction for noncredit.

Program Offerings:

The core courses are:

- Fundamentals of Small Business
- Small Business Management
- Marketing for Small Business
- Recordkeeping for Small Business
- Employee and Customer Relations in Small Businesses
- Financial Planning for Small Business

The elective seminars are:

- Sources of Capital for Small Business
- Your Business Image
- Legal Structure of Small Business
- Computers and Small Business
- Insurance and Small Business
- Tax Planning for Small Business
- Inventory Management for Small Business

- Consumer Credit
- Tax Seminar for Small Business
- Problem Solving for Seasonal Businesses

Each of the courses and workshops has linkages to the other credit and noncredit programs of the college.

STATEMENT OF PROBLEM

In June, 1983, the Director of the Business and Public Service Division attended a special Regional Training Conference in Omaha to begin laying out plans for the SBI at Arapahoe Community College. The conference was sponsored by the Network and the regional administration from SBA. The conference included the presentation of successful programs operated in other community colleges and a review of resources available through the SBA.

At the present time, ACC has begun initial stages of implementing the SBI. A basic plan for co-sponsored programs has been established with SBA, a community survey is being developed, candidates for an advisory committee are being considered, strategies are being discussed for marketing the program and personnel at ACC to direct the operation have been identified.

B. OBJECTIVES

The overall objective for the probject is to establish the Small Business Institute as a central training resource for small business owners/managers in the community under the auspices of the college.

The objectives for the first year of operation are as follows:

- Establish a Small Business Institute Advisory Committee.
- Conduct a community survey to determine specific needs of small business in the area.
- Conduct 19 co-sponsored programs with the SBA already identified and scheduled for 1983-84 and to develop seven new programs.
- Develop a local network of individuals, organizations, associations and agencies as a small business resource coordinated through the Institute.
- Develop a marketing plan to inform the public of the purpose and offerings available through the Institute.
- Establish a budget and fee schedule that will bring the institute into a self-supporting operation for the subsequent years.
- Develop an evaluation system for programs offered through the Institute.
- Develop a summary report of the SBI development and operation for the first year as a guide to assist other community colleges.

John Frazier
Florida State Dept.
of Education

FLORIDA ENTREPRENEURSHIP EDUCATION

Every vocational discipline in Florida is charged with the responsibility of providing entrepreneurship knowledge and skills within the instructional program of that discipline where appropriate.

A materials search was completed in 1982. The Entrepreneurship Training Components provided by the American Institute of Research was selected as the basic material that could be used by all vocational disciplines. Copies of these materials have been acquired and are awaiting distribution to teachers.

The following items represent a glimpse of ongoing activities.

Industrial Arts

Two courses include entrepreneurship content - Orientation to American Industry and Exploration of Manufacturing Occupations. This content includes a study of how goods are produced by american industry: proprietorship, partnership and corporation. Students become familiar to these business structures, all of which may be initiated through entrepreneurship.

Marketing and Distributive Education

Marketing and Distributive Education provides entrepreneurship in almost all programs, plus the following two instructional programs that are almost totally entrepreneurship oriented:

Small Business Management and Ownership - enrolled 1,148 students of which 118 were secondary students

Import-Export Marketing - enrolled 552 post-secondary students

Business and Office Education

Entrepreneurship and management skills are part of the following business education programs:

Accounting Occupations - Level IV
Business Administration Occupations - Levels II and IV
Clerical Occupations - Level IV
Data Processing Occupations - Level IV
Secretarial Occupations - Level IV
Word Processing - Specialization - Level IV

These management/entrepreneurship components include objectives, competencies, activities, and criterion-referenced tests and test items.

Home Economics

All Home Economics programs include entrepreneurship as appropriate to the subject area. The product of Ohio State research is used throughout the State.

Agribusiness and Natural Resources

Entrepreneurial education is a vital part of vocational agriculture in Florida and growing stronger. Through the Supervised Occupational Experience Program, students in Florida are required to participate in one or more options to encourage the free enterprise system by becoming actively involved in it.

Entrepreneurship Activities in Maryland

By Rose Mary Bengel

Four statewide entrepreneurship conferences have been conducted in Maryland over a period of three years. Cooperatively developed, conducted and funded by the Division of Vocational-Technical Education of the Maryland State Department of Education and the University of Maryland, Industrial Education Department. Three were targeted to high school seniors in vocational technical programs and one was targeted to postsecondary students in career programs. A project planning committee of outstanding business persons was utilized to guide the project. They represented banking, small business, a research corporation owner, the Maryland State Chamber of Commerce, a local county chamber of commerce and the Baltimore Urban League. (Planning Committee List attached.) It was decided to develop a brochure and application form for students to apply for admission to the workshops. A brief statement explanning why students wanted to attend the workshop was requested with the application and greatly assisted in choosing participants. (Copies of brochure and application form attached and one program.)

All speakers at the conferences were entrepreneurs and the program was balanced with entrepreneurs with 1-5 years experience, 5-10 years experience in business. Some presentations were based on success stories and one on business failure. All presentations were utilized to work on case studies and make group decisions concerning developing a small business in work sessions. The workshops were attended by 28 students the first year, thirty eight seniors the second year and fifty six students last year. Of those high school students attending 20+% were involved in some type of small business while in high school and all were interested in entrepreneurship as a viable career option.

The fourth workshop was geared to postsecondary students in Maryland. It was presented in a weekend format (copy of brochure attached) on April 29, 30, 1983. The Friday evening/Saturday format was chosen to accomodate class patterns in the postsecondary institutions and the high number of postsecondary students who have jobs while attending community colleges. This was an awareness level conference utilizing only entrepreneurs as presenters. An outstanding presentation was provided by SBA personnel and Carol Elison of AACJC in terms of case studies developed from SBA files which participants made decisions about and were actively involved. These were rated on an average of 3.89 on a 4.0 scale by participants. The average rating by participants on this conference was 3.8 on a 4.0 scale.

Resource materials provided students in all of the workshops included materials and pamphlets from SBA, bank contracts, possible financing atternatives, bibliographies, etc. Packets were provided each participant (one copy attached).

The workshops were conducted by Dr. Donal Maley, Department Head, University of Maryland who has advocated Entrepreneurship in his teachings and is imminently qualified, assisted by Dr. Rose Mary Bengel, Division of Vocational-Technical Education, Maryland State Department of Education and four recent graduates from the University of Maryland, all teachers in Maryland who worked with the group sessions and other areas.

The conferences were fully funded by the Division of Vocational-Technical Education and attendees received certificates of completion.

It is planned for the 1983-1985 period to conduct a two phase project in Entrepreneurship in which 6-8 television programs will be developed on the Application of Occupational Skills and Entrepreneurship Competencies Level. Programs will be 24-30 minutes in length and accompanied by a teaching manual geared to integrating entrepreneurship skills into vocational programs. The content of the series will be based on the Entrepreneurship modules developed by the National Center for Research in Vocational Education and targeted to secondary, postsecondary and adult students in vocational education programs in Maryland.

It is planned to have a pilot ready for field test next summer and based on the field test results, revise the pilot and complete the series in 1984-85.

This project will be cooperatively developed by the Division of Vocational-Technical Education and the Maryland Instructional Television Division of the Maryland State Department of Education. Copies will be disseminated to each local subdivision and community college on completion and training workshops will be conducted to assure series utilization.

Ernie Wheldon

The New York State Education Department and Entrepreneurship

In New York, various agencies have been working to improve the economic conditions within the state. In the Education Department, the Task Force on Economic Development prepared a comprehensive report on how the Department's Occupational and Continuing Education programs might be refocused to improve their support of economic development in the State.

The Task Force, composed of Education Department staff members, designed specific initiatives the Department could take which would address factors influencing the State's economic growth such as:

Job Creation
Productivity
Research and Development
Tax Burden and Efficiency
High Unemployment of Special Populations
Regional and Local Economic Diversity.

The Task Force also studied the impact of small business in New York State and discovered that of the 409,000 businesses in the State, 401,000 have fewer than 100 employees while 326,000 have fewer than 10 employees. Equally important to New York's changing economy, the Task Force found that small business is also a major source of new jobs in the State.

In light of these findings, the governing Board of Regents has made this key recommendation in its policy statement, The Role of Education in Support of New York State's Economic Development:

> "Students at the secondary level should be provided with an awareness of basic economic and business concepts and of entrepreneurial career options, and have access to instruction in fundamental competencies needed for small business ownership and management. Postsecondary students should have access to advanced entrepreneural instruction which is articulated with, and build upon, foundations established at the secondary level."

Various efforts are now underway in New York State to address the issue of entrepreneurship by:

- Providing students with an understanding of what it takes to start a business and make it successful.
- Teaching entrepreneurship and small business formation in occupational education programs at all levels.
- Working in cooperation with organizations and agencies (e.g., Small Business Administration, Chambers of Commerce) to provide technical assistance for those individuals wishing to start their own businesses, or for business owners needing to update their knowledge of business operations.
- Using short-term training/economic development funds from the Vocational Education Act to train workers for new or expanding small businesses in the local community.

State government and local development agencies have begun to understand the value and importance of small business. For example, the Commerce Department established an interagency task force on small business; the Department of State and the Governor's Office have established special services for small enterprises; and the Albany County BOCES, the Greater Colonie Chamber of Commerce and the Short Term Training Program have developed a project to serve small companies in Colonie, New York. The Town of Amherst in Erie County is attempting to attract small high technology firms by offering to provide specific short-term training in the package.

Small business means jobs, economic growth and stability. The education system must be aware of the issue, begin to asses the educational impact, and be prepared to respond to specific needs of small business.

Excerpts from:

The Role of Education in Support of New York States Economic Development, September, 1983, The Occupational and Continuing Education Newsletter, Spring, 1983.

Darrell Parks
Sonia Price

ENTREPRENEURSHIP AND VOCATIONAL EDUCATION IN OHIO

Prepared For

The National Entrepreneurship Educational Forum

Conducted At

The National Center For Research In Vocational Education

Columbus, Ohio

September 21-22, 1983

Ohio Department of Education

Division of Vocational Education

OHIO
Entrepreneurship in Vocational Education

Entrepreneurial based vocational education programs in Ohio span a full range of service areas, age levels and socioeconomic conditions.

Program emphases and activities range from the inclusion of entrepreneurship instructional units within a standard job training curriculum at the high school level, to the establishment of small business service centers within vocational education institutions where technical assistance is provided to small business operations, to intensive instructional programs designed to prepare individuals to actually start and successfully manage a small business operation.

Specialized programs are tailored to the needs of the displaced homemaker and the large farm operator, and for the past several years an intensive one-week, statewide program in small business management has been provided to a select group of vocational education seniors at Denison University.

Vignettes of Ohio's vocational educational entrepreneurial programs and activities include the following:

Consumer Economic Education's Entrepreneurship Project - A series of four sub-projects addressing the employment and training needs of a varied population ranging from intensive field-based experiences for eleventh grade students in Akron to collaborative efforts between the Chamber of Commerce and displaced homemakers in Lima.

Entrepreneurship and the Displaced Homemaker Program - Individuals served include displaced homemakers, single parents, part-time workers seeking full-time employment. Awareness and opportunity training comprise a major portion of the instruction.

Entrepreneurship in Family Life Education - Through a grant from Standard Oil of Ohio, the Cleveland Family Life Education program initiated an "Economic Education" program called "Inner City Industries". The project design included the establishment of a small business in a classroom setting where students could have a practical experience in economic principles and their application. Two different production plans, involving assembly line production and piece work, were implemented, resulting in 4,225 finished items sold.

Farm Business Planning and Analysis - Being the oldest entrepreneurial effort in vocational education in Ohio, this statewide program is designed to make farm operators more business-oriented and management-conscious in operating a farming enterprise. In FY 1983, 1,217 farm operators were enrolled in this program under the tutelage of thirty specialized teachers. Instruction includes the establishment of a complete and detailed record-keeping systems, preparation of financial statements, credit management, the application of micro computers and record analysis for decision making.

In 1983 it was reported that 183 farm operations in Ohio avoided financial collapse due to participation in the FBPA Program as compared to only 35 participant operations that went out of business due to financial difficulty.

Small Business Management; Distributive Education, Home Economics, and Trade and Industrial Education - These programs are derivatives of the Farm Business and Analysis Program but targeted toward the commercial business operations and management needs.

Distributive Education's 26 SBM programs involve 555 small business operations comprising rental, financial, insurance, real estate, and service-oriented enterprises. Since the inception of the SBM program in Ohio in 1978, it has emerged as one of D.E.'s best programs. In a period of time when the business climate is tentative, more and more small businesses are seeking professional assistance in management and operations procedures from this program.

Entrepreneurial efforts in home economics emphasize developing a home economics related skill into an income-generating enterprise. Content includes the processes and requirements for producing, managing and selling through the home or through a small business. Examples of specific enterprises include baking and cake decorating, upholstery, and drapery fabrication.

Diversified Industrial Training is a newly initiated effort by Trade and Industrial Education. This program provides planned learning experiences to client industries with both in-school and on-site instruction in supervisory and skill occupations which require a high degree of skill development or technical knowledge. The program offers preparatory, supplemental and retraining services, and will be operative in seven different centers in 1983-84.

Entrepreneurship in Business and Office Education - The current emphasis of the Business and Office Education service area in entrepreneurship training is with the Interest and Awareness - Stage 2 and the Development of Business Skills - Stage 3. Youth in the high school/vocational school BOE programs and the adults in full-time BOE programs are exposed to the need for entrepreneurship information while working on program tasks in Free Enterprise, Management/Human Relations, Accounting/Record-keeping and Economics. These task areas are studied in the classroom and practiced in laboratory setting, vocational youth club activities (Ohio Office Education Association), and cooperative training stations.

The Ohio model for Career Education incorporates economic education as one of the seven key elements for an individual's career development process. Thus school districts in Ohio have demonstrated the following efforts to expand Private Enterprise and Entrepreneurship understandings:

1) Identify concise goals at district and building level to focus on economics and free enterprise.

2) Conduct needs assessment among staff members.

3) Conduct staff development workshops incorporating, "How to start a Business" classroom instruction.

4) Link with the Ohio Council on Economic Education Center as a resource for inservice and materials.

5) Identify former students who are entrepreneurs to speak with students on competencies and possibilities of entrepreneurship.

6) Link with nation, state and local organizations: National Federation Small Business, Private Industry Council, Small Business Council, Chamber of Commerce.

Contributions from these organizations include:

a) Serving on Career Education Advisory Committee

b) Plan "Teacher in Industry Programs"

c) Identify exploration sites for high school students to shadow and interview small business persons

d) Identify classroom consultants to introduce elementary students to private enterprise

In summary, entrepreneurship instruction is becoming an increasingly important dimension of Ohio's vocational education curriculum at all program levels. As vocational education addresses the issues of job placement and accountability, job development and job creation possibilities emanating from entrepreneurial efforts will become more and more significant.

Harry R. Meek, Associate Director
Adult and Community Education

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS

FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JAMES W. MILLER, DIRECTOR
Division of Educational Services
Adult and Community Education Section
Room 811
65 South Front Street
Columbus, Ohio 43215
(614) 466-5015

The Adult and Community Education Section of the Division of Educational Services, Ohio Department of Education consists of four programs: Adult Basic Education, Adult High School Continuation, High School Equivalence/GED and Community Education.

ADULT BASIC EDUCATION

With continued state and federal funding under the authority of the Adult Education Act, the section is responsible for administering the state-grant program for Adult Basic Education (ABE). Instruction in basic reading, mathematics and language is provided in ABE classes to meet the diverse needs of undereducated adults in Ohio. Funds, totalling more than $5 million in FY 1983, were made available to 125 participating districts which served over 56,000 adults in all 88 counties. More than 85 percent of those enrolled were individuals who entered the program functioning at less than the equivalent of eight years of education.

Over 1,100 personnel were involved in the delivery of ABE services this year. This included approximately 100 administrative and supervisory personnel, 750 teachers, 30 counselors and 250 para-professionals. Over 68 percent of these were employed part-time and over 800 participated in staff development activities.

ABE continues to offer "a second chance" to many Ohio citizens. The program effectively demonstrates one of the many ways the department uses federal, state and local dollars to help residents realize their personal and employment potential and to secure a better future.

ADULT HIGH SCHOOL CONTINUATION

Forty-six school districts made application for reimbursement for approved adult high school programs during FY83. Preliminary estimates indicate that nearly 8,000 students were served from across the state last year. Four of the forty-six school districts initiated a first-time interest in the Adult High School Continuation Program during the year.

Over the past twelve and one-half years, more than 275,000 enrollees have taken advantage of the program in order to enhance their high school education leading towards a high school diploma.

Since July, 1982, school districts have benefited from a 66% increase in the reimbursement rate for the program.

Energy Assistance
(614) 466-4196

State Center for Community Education
(614) 466-8016

GED · Room 812
(614) 466-4868

An Equal Opportunity Employer

HIGH SCHOOL EQUIVALENCE PROGRAM

The GED/High School Equivalence Program is aimed at giving adults, 18 years or older, who have not graduated from a chartered or accredited high school, another opportunity to complete their high school education. To establish high school equivalence, students must take the General Educational Development (GED) test. The GED is composed of a series of five tests in writing skills, social studies, science, reading and mathematics. Students receiving a minimum GED score in each area receive a GED certificate which establishes their high school equivalence.

Since 1962, when the High School Equivalence Program was first offered in Ohio, the volume of GED testing has sharply increased. From 1962 through 1982, more than 150,000 GED test scores were evaluated by the State Equivalence Office. In the past year nearly 16,000 Ohio residents received their High School Equivalence Certificate.

Ohio has 55 official GED Testing Centers throughout the state.

COMMUNITY EDUCATION

Community Education is an organizational process that enables problems and needs of community life to be identified, and results in services and programs designed to meet these needs through the use of community resources. As such, community education provides for the sharing of information, the coordination and delivery of services, and a more informed citizenry.

Activity highlights for FY83 are:

- Receipt of a $14,000 grant from the C.S. Mott Foundation to provide community education technical assistance and awareness activities in conjunction with the Ohio Community Education Association.
- Receipt of a $5,000 grant from the National Community Education Association Leadership Program to hold a Strategic Planning Session for community education with nine state associations, a report on the process and outcome of the meeting was disseminated statewide and nationally.
- Continuation of the Model Project effort initiated during the previous year, which included:
  - Onsite visitations hosted by four communities to enable individuals and groups from other communities to gain first-hand knowledge of community education in action.
- Competitive mini-grants awarded to three model project districts for special projects related to citizen involvement and interagency cooperation.
- Initiation of the Model Project Assistance Network, which enabled model project personnel to be reimbursed for providing direct technical assistance to other Ohio communities.

- Consultation with more than 100 state and local agencies, organizations, institutions, and school districts.

- Production and dissemination of two issues of the community education newsletter, The Facilitator.

Submitted by:

Harry R. Meek, Associate Director
Adult and Community Education
September 16, 1983

OREGON DEPARTMENT OF EDUCATION
700 Pringle Parkway
Salem, OR 97310

DIVISION OF VOCATIONAL EDUCATION
September 14, 1983

Monty Multanen

ENTREPRENEURSHIP EDUCATION IN OREGON

Small businesses are responsible for 77 percent of Oregon's jobs. These small firms, whose growth potential has been stymied by the recession, are considered to be a basic part of Oregon's economic system. The high rate of failure of small businesses reflects, in many cases, uninformed and untrained management. The efforts toward entrepreneurship education in Oregon range from providing the foundation of economic education for making future entrepreneurial decisions, including whether to be self-employed, to providing direct and immediate assistance to current small business owners and managers.

Because the various activities overlap the five stages within the model framework, no attempt was made to structure this presentation of Oregon's activities within each of the stages.

PUBLICATIONS

Economic Education Guide (Fall 1983), grades 9-12, is a curriculum guide providing a model for Oregon's personal finance and economics required graduation credit. Students are given economic concepts which include an understanding of the American economic system. These concepts, including several entrepreneurial activities, will provide a basis for future entrepreneurial decisions as well as for personal and social choices.

Marketing Occupations Cluster Guide (1979) is a secondary vocational program guide for the Marketing/Distributive Education program. The guide suggests program and course goals for the understanding of basic economic processes involved in the distribution of goods and services. M/DE programs have introduced business management and ownership skills for many years through the operation of a variety of in-school business projects.

Office Occupations Curriculum Guide (Fall 1983) for the Clerical and Secretarial Clusters, suggests a program level goal that encourages students to be able to plan, enter, and advance in an office occupations career. One of the related course level goals (1.5) is that students will be able to "identify entrepreneurial opportunities in making those career choices."

Oregon's Career Education programs provide activities that encourage students to be be aware of and explore the various entrepreneurial opportunities available to them in many of the identified vocational clusters. In 1981, Oregon sent a team to an A.I.R. sponsored inservice on their ETC (Entrepreneurship Training Components) modules which provide students with minimal management, technical and decision-making skills necessary for successful self-employment in a variety of small businesses. These modules have been made available to the vocational teacher-education program at Oregon State University; state specialists, and teachers in the vocational areas have had exposure to the materials at inservices since 1981. Their utilization varies, however, and relies on the ability and interest of the teacher to incorporate the materials into already overcrowded curriculums.

VOCATIONAL STUDENT ORGANIZATIONS

Distributive Education Clubs of America-Delta Epsilon Chi (DECA-DEC) offers two new competitive events for entrepreneurship which Oregon is adopting into its program. One requires a written nine-page prospectus convincing a group of potential investors to provide funding for a new business of the student's choice. An oral presentation must also be made to judges posing as the potential investors to convince them to invest.

A second event requires a written forty-page manual on starting a specific business which must be defended in a 15-minute oral presentation to judges.

Future Business Leaders of America (FBLA) offers a new event which provide a choice of two levels of competition. The first level is a written test on the characteristic and organization of business, among other topics. Level two requires a written test on the principles of business ownership and management, as well as participation in team decision-making for case studies in problems relating to entrepreneurship.

Future Farmers of America (FFA) have offered ownership related competitions for many years involving livestock, crops, and horticulture projects.

SPECIAL PROJECTS

Oregon Business Week, in its fifth year, offers a one-week program for 300 high school sophomore and junior students of all career interests and 60 teachers which provides an inside look at the free enterprise system and how it works as explained by over 150 of some of Oregon's top business leaders. The program is held on a small college campus during the summer and financed by contributions from over 250 businesses, organizations, and individuals. It includes six and one-half days of speakers, small group discussions, decision-making games, films, and field trips. Many of the speakers discuss how they became self-employed and the talents and interests necessary for success as an entrepreneur. The program has been so successful that consideration is being given to expansion to two one-week sessions in 1984. Sponsorship is provided by Associated Oregon Industries, Oregon Department of Education, Oregon Council on Economic Education, and Western Oregon State College. (See attached brochure.)

Small Business Assistance Centers. The 1983 Oregon Legislature appropriated $500,000 for the 1983-85 biennium to establish a statewide network of community college-based small business assistance centers. Enabling legislation was HB3002, known as the "Small Business Training Assistance Act," which proposes to help small businesses develop and improve skills in such areas as marketing, management, and capital formation. It was decided that community colleges could link small businesses with college resources, expert resource people in the business community, and with other training resources throughout the state. (See attached copy of HB3002.)

Eight community colleges have offered the Small Business and Farm Management programs for several years. Known as the "Minnesota-model," instructors provide a combination of training and management consulting to existing small business and farm owners and/or managers over a three year period. Instruction includes a monthly on-site visit to the farm or small business where assistance is given in setting up a bookkeeping system, analysis of the business, and problem solving. Monthly seminars for all participants deal with a variety of topics affecting most of those involved presented by experts such as lawyers, accountants, and other successful entrepreneurs.

Oregon Council of Career and Vocational Administrators Fall Conference 1983 will focus its attention on the educational and training needs of small business. OCCVA is the state vocational administrators professional organization with over 300 members spaning all levels of education in Oregon. The theme of this one day conference is "Education for Entrepreneurship - Big Returns with Small Business."

62nd OREGON LEGISLATIVE ASSEMBLY—1983 Regular Session

House Bill 3002

Sponsored by Representatives BRADBURY, AGRONS, BELLAMY, BENNETT, BROGOITTI, CALOURI, CEASE, COURTNEY, FARMER, GOLD, HANLON, HANNEMAN, J. HILL, L. HILL, HOOLEY, HOSTICKA, HUGO, JOLIN, D. JONES, LEEK, LINDQUIST, MARKHAM, McCRACKEN, MILLER, MYERS, OTTO, PRIESTLEY, RIJKEN, B. ROBERTS, L. ROBERTS, SCAVERA, SHIPRACK, SPRINGER, THROOP, Senators BROWN, DAY, GARDNER, HAMBY, HANLON, HENDRIKSEN, JERNSTEDT, McFARLAND, MONROE, RIPPER, RYLES, SIMMONS, STARKOVICH, TROW, WYERS, Representative BURROWS

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced.

Authorizes Department of Education to make grants to community colleges and area education districts to establish a state-wide network of small business assistance centers.

Appropriates $_______ to department for biennium.

A BILL FOR AN ACT

Relating to small business assistance centers; and appropriating money.

Be It Enacted by the People of the State of Oregon:

SECTION 1. This Act shall be known and may be cited as the "Small Business Training Assistance Act."

SECTION 2. (1) The purpose of this Act is to establish a state-wide network of community college-based small business assistance centers.

(2) The Legislative Assembly finds that it is in the state's interest to help small businesses develop and improve skills in such areas as marketing, management and capital formation through a network of small business assistance centers because:

(a) Small business employers create most of the new jobs in Oregon and are vital to Oregon's long term economic recovery;

(b) Community colleges present the possibility of a state-wide network able to link small business with college resources, expert resource people in the business community and with other training resources throughout the state; and

(c) While many factors affect the vitality of small business, training assistance in a form, location and time directly related to the problem to be solved is chief among them.

SECTION 3. (1) The Department of Education may make available to community college and area education districts on a justified need basis grants to assist in the formation and improvement of small business assistance centers. The grant application shall include:

(a) Evidence of the potential demand for assistance;

(b) Plans for involving other training resources and expert resource people from the business community in the program;

(c) An outline of training options to be available, including time of day, length of training, training location and other considerations important to the small business community;

NOTE: Matter in **bold face** in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted.

(d) A budget for the year for which a grant is requested, including college, client and Department of Education grant shares; and

(e) A plan for evaluating the effect of the program on small business clients served.

(2) The grants made under subsection (1) of this section are to be used by the community college or area education district to:

(a) Provide funds for small business assistance center staff and support staff;

(b) Provide funds to retain expert resource persons from the business community;

(c) Provide funds to community colleges with existing small business assistance centers so staff can be released to help other community college districts establish centers;

(d) Provide funds to retain other training resources as necessary to enhance the training capability of the centers in certain skill areas or areas of the state; and

(e) Provide funds for other costs related to operation of the centers and provision of training to small business clients.

SECTION 4. (1) There is established within the Department of Education a Small Business Assistance Center Advisory Council, appointed by the Superintendent of Public Instruction. The council shall include representatives of the small business community, community colleges, area education districts and other providers of training assistance to small business.

(2) The Small Business Assistance Center Advisory Council shall advise the Superintendent of Public Instruction on administration of the grants program, including establishment of the criteria by which grants shall be awarded.

SECTION 5. There is hereby appropriated to the Department of Education, for the biennium ending June 30, 1985, out of the General Fund, the sum of $______ for the purposes of carrying out this Act.

62nd OREGON LEGISLATIVE ASSEMBLY—1983 Regular Session

HOUSE AMENDMENTS TO HOUSE BILL 3002

By JOINT COMMITTEE ON WAYS AND MEANS

June 29

Amended Summary

Authorizes Department of Education to make grants to community colleges and area education districts to establish a state-wide network of small business assistance centers.

Appropriates [$______] $500,000 to department for biennium.

On page 2 of the printed bill, line 22, delete "$______" and insert "$500,000".

Michael R. Walthall
Occupational Education Specialist

ENTREPRENEURSHIP IN TEXAS

In 1978-1979, Texas conducted a demonstration project for entrepreneurship at six community colleges across the state. The Adult and Community Education Division of the Texas Education Agency (State Department of Education) operated the project as "Small Business Entrepreneur Training Programs." The Governor's office and the Texas Education Agency jointly funded the project. The Texas Industrial Commission (now the Texas Economic Development Commission) provided technical assistance. Some good information was obtained and documented; however, lack of resources prevented entrepreneurship from being implemented at that time. The idea never died, it just became dormant for awhile.

Since that time, the Texas Education Agency has continued its commitment to entrepreneurship education and training. We will be hosting one of the 20 regional seminars conducted by Oklahoma State University under the two-year national project entitled, "Promoting Economic Development Through Entrepreneurship Education and Training." Also, we are part of the nationwide network to facilitate infusion of entrepreneurship in vocational education at all levels.

Our efforts in entrepreneurship include the following:

1. We have organized a statewide task force on entrepreneurship--Members include the state directors of vocational education, secondary vocational programs, post-secondary vocational programs, and adult and community education; representatives from junior colleges, teacher education, economic development divisions of various state agencies, the Mexican-American Chamber of Commerce, the national business league, and business development centers; and the Director of the Center for Private Enterprise and Entrepreneurship at Baylor University

2. We are hosting a regional seminar in January 1984 on entrepreneurship

3. We have appointed a state coordinator for entrepreneurship

4. We have proposed to the State Board for Vocational Education that entrepreneurship education be included in the new curriculum for secondary vocational education as an element "common to all programs," i.e., that the concepts and skills associated with entrepreneurship be taught in all secondary vocational programs in conjunction with other skills related to that program

5. We have many junior/community colleges conducting courses, seminars, and workshops for small business people around the state. Topics range from Fundamentals of Small Business Management and Computers for Small Businesses to Effective Interviewing, How to Deal With Your Banker, and Advertising for Small Businesses. Many colleges offer these type courses to their regular students also

6. We are developing entrepreneurship task forces (establishing networks) in about 12 to 15 areas of the state to encourage collaboration and cooperation between education and business in entrepreneurship education and training efforts, and

7. We have approved the Entrepreneurship Program listed in the Classification of Instructional Program (CIP) codes as part of our certified list of vocational education programs that can be taught in Texas schools. In 1982-83, we did not have any schools teaching the program per se; however, many schools do include aspects of entrepreneurship education in their other vocational programs.

In terms of the Life-long Entrepreneurship Education Framework model provided to us, we hope to have Stage I approved and included as part of our curriculum sometime within the next year. Our proposal for entrepreneurship training includes three concepts to be conveyed to secondary vocational students: 1) Recognizing opportunities and options for business ownership, 2) Identifying entry-level procedures, planning processes, and terms needed to open a business, and 3) Developing an understanding of the role of small business in the free enterprise system. Other planning will include developing resource and curriculum materials; establishing target audiences, training needs, and instructor qualifications; and infusing entrepreneurship into post-secondary and adult curricula.

We are still in the formative stages, but through our commitment to entrepreneurship education and economic development; the results of the two national projects; and cooperation from other states, we hope to develop a program that will be an asset to all vocational students.

Arnold Potthast

NEW ENTREPRENEURSHIP EDUCATION MATERIALS DISSEMINATION IN WISCONSIN VTAE SYSTEM 1982-83

Entrepreneurship education is a national priority of the Office of Vocational and Adult Education, and was a concern mentioned by the National Advisory Council for Vocational Education in 1981.

Since one of the objectives of the RCU is to disseminate new R & D materials, the RCU Director and a representative from the Wisconsin Vocational Studies Center attended a national conference at the NCRVE in 1981 to become apprised of new materials in Entrepreneurship Education.

Upon return from that conference we called a joint meeting of vocational educators from University of Wisconsin, Department of Public Instruction, and State Board of VTAE, to explore a joint venture in conducting regional workshops to apprise local vocational educators of Entreneurship Education materials. It was decided that each agency (DPI & WBVTAE) would conduct its own workshops.

In early 1982, the State Board purchased a complete set of the Entrepreneurship Training Components (ETC) and borrowed a set of Program for Acquiring Competence in Entrepreneurship (PACE), Entrepreneurship Education (U of Illinois) and Steps to Starting a Small Business (Jacobsen)

These materials were discussed at a Bureau meeting of State Board Consultants in all vocational program disciplines. The consultant for Economic Development was also apprised of the materials.

A schedule was developed and a visitation to each district was conducted during February and March of 1982. About 300 staff and some postsecondary students were apprised of the materials. The focus of the presentation was integration of entrepreneurship education concepts in all vocational education disciplines on an exposure or exploratory basis. They were displayed for individuals to browse through them during the day.

The district staff felt that these materials could be housed in career assessment and counseling centers, learning resource centers or libraries, and selected specific sets in departmental libraries.

The Wisconsin Vocational Studies Center has reproduced and has for sale: (1) the ETC materials, (2) Steps to Starting a Small Business, and (3) Achieving Success in Small Business (VPI).

The following VTAE districts have purchased entrepreneurship materials: Nicolet, MPTI, NWTI, WITI, and LTI.

The five VTAE districts who purchased the material initiated at least one course in entrepreneurship which could be used as an elective to other occupational programs.

The State Director of the Wisconsin Board of Vocational, Technical and Adult Education participated in a special pre-AVA session in December of 1982. This session was conducted by the National Academy for Vocational Education.

A presentation was made at the sectional meeting of VTAE district office education and distributive education supervisors at the annual WAVAE Convention in the Spring of 1983. In this session the material was presented and reviewed at the statewide T & I Supervisors Conference and Home Economics Coordinators Meeting.

It has been suggested through channels (early 1983) that a task force or ad hoc committee be formed to explore development of policies, directives or procedures to facilitate integration of entrepreneurship education on an exposure or exploratory basis in all vocational discipline areas in the VTAE system.

RK/jmk
09/16/83

Paul Speight

Status of Entrepreneurship Education in Wisconsin Secondary Schools

Wisconsin is somewhat different from most other states in that the secondary and the post-secondary schools are administered by two different agencies. The elementary and secondary schools, including vocational education, are administered through the Department of Public Instruction which is headed by the State Superintendent, a constitutional elected official. There is no state board of education. The Vocational, Technical, and Adult Education System was created by the legislature, is headed by a State Board, and provides vocational and adult basic education to adults at less than a baccalaureate degree level. We also have a constitutionally established university system under an appointive board of regents. The state superintendent serves on both the board of regents and the state vocational board and the regents are represented on the state vocational board, but the state superintendent is responsible only to legislative action and the electorate. As a result, when we plan for programs such as the Entrepreneurship Network, we must articulate our planning and develop articulated programs. This report will cover only the secondary school portion of entrepreneurship activities in Wisconsin.

There has been some interest and activity for about five years in the secondary schools of Wisconsin, but interest in entrepreneurship received a strong push during February, 1983, with evidence of interest from the legislature as part of an economic development program. The result was that by the time that we held our state vocational conference in August, there was considerable interest expressed from around the state for a session on entrepreneurship, which was provided.

Up to the present time, the primary activity with entreprenurship in high schools has been in larger cities. In Milwaukee, under a court-ordered plan for integration, Washington high school has been designated as a magnet school providing training in the operating of small businesses. This has been a highly successful program. About five years ago, the Madison Association of Commerce approached the school district and inquired how they could become involved in the development of closer working relationships. The result was a member of the Madison Public Schools staff being assigned to work with a school-business task force (now council) which resulted in a rather comprehensive development of entrepreneurship programs in all four high schools.

As a result of the Madison program, the University of Wisconsin - Madison developed a teacher training package which is now offered statewide. Essentially, materials which were created by the University of Wisconsin Extension Business Development Department were reworked and adapted for use with high school students, and the teacher training program was built around these materials. For the most part, the Madison program was built around teams of social studies and vocational education teachers. One of the more important reasons for the team approach is that we have a project supported, in part, by the Parker Pen Company, and which is designed to establish data on what business and industry expect from high school graduates. Among other major findings, business and industry indicated dissatisfaction with, "...employees' general knowledge of how a business operates and their understanding of the U.S. economic system..."

In developing the state guidelines for entrepreneurship programs, it was decided that we would build on the entrepreneurship programs that have been available in agriculture education programs for more than 50 years. High school youngsters have been trained to go home to take over the family farm and do a better job of operating it than their parents did. The system has worked. Thus, this system can be transferred to programs for youngsters who will be going home to take over the myriad of small entrepreneurships that are the backbone of the American economic system.

On the other hand, we discovered through our vocational education evaluation program for secondary schools that about 14 percent of the completers of high school vocational education programs were engaged in operating their own businesses when measured five years after graduation. This suggested that another part of the program had to deal with the background needed for starting a small business.

As a result, the guidelines for training teachers of entrepreneurship programs are built around the three concepts - the student who will go home to operate the family enterprise, the student who will establish a new enterprise, and the student who will be an employe of a larger, more established enterprise, but who will be expected to be upward mobile in the organization by having a knowledge of how a business operates and the problems faced by managers of such businesses.

PRESENTATIONS:

STAGE ONE SUPPORT GROUPS

National Vocational Guidance Association
LEADERSHIP COMMUNIQUÉ

INFORMATION SHEET

NATIONAL ENTREPRENEURSHIP EDUCATION FORUM

OUR MISSION

The National Vocational Guidance Association (NVGA) serves to promote the greater understanding of work, to foster vocational development over the life span, and to establish and improve the standards of professional service in the field of vocational and career guidance and counseling.

OUR ASSOCIATION

Started in 1913, NVGA has had a continuing interest in improving the quality of career information and career development services to all Americans. NVGA is a division of the American Association of Counseling and Development (AACD), formerly the American Personnel and Guidance Association.

OUR MEMBERS

One of the largest divisions of AACD, NVGA has about 6,000 members including administrators, counselors, counselor educators, career development specialists, research specialists, and paraprofessionals. These members work in many settings such as colleges and universities, elementary and secondary schools, community colleges, secondary and postsecondary vocational schools, rehabilitation agencies, private counseling centers, state employment services, and business and industry.

OUR PUBLICATIONS

NVGA publishes a quarterly journal, Vocational Guidance Quarterly, that contains reviews of career information materials including those on entrepreneurship as a career opportunity. In addition, we have an active single publications program with publications on many career development topics.

(Please turn to other side)

OUR GOALS

NVGA is engaged in various activities to achieve the following goals:

1. Promote public understanding and support of career development and guidance.
2. Influence public policy related to education and work.
3. Promote the equalization of employment opportunity.
4. Communicate the career development needs of diverse populations to the public and the profession.
5. Promote public and professional understanding of life span career development.
6. Provide career information review services.
7. Provide professional development services for career counselors.
8. Develop, implement and review credentialing policies for career guidance personnel.

OUR INTEREST IN ENTREPRENEURSHIP EDUCATION

NVGA is interested in improving career counseling services to individuals at all age levels. This includes providing information on entrepreneurship as a career option to children, youth and adults in career transition. We would welcome the opportunity to work jointly with other associations to provide information and career planning assistance to those interested in the entrepreneurship field.

OUR OFFICERS

The officers of NVGA include:

Dr. Robert L. Smith, President
East Texas State University
Commerce, TX 75428

Dr. Juliet V. Miller, Past-President
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dr. Edwin A. Whitfield, President-Elect
San Diego County Department
of Education
6410 Linda Vista Road
San Diego, CA 92111

Margaret A. Zelinko

AVA AMERICAN VOCATIONAL ASSOCIATION

THE NATIONAL ENTREPRENEURSHIP EDUCATION FORUM

September 21-22, 1983
Columbus, Ohio

The American Vocational Association welcomes the opportunity to be a part of a project to establish state task forces for the purpose of encouraging the infusion of entrepreneurship education at all levels of vocational education. Vocational education is in a unique and powerful position to serve present and future small business owners. Its mission is to serve students in seven different career areas at three levels of education: secondary, postsecondary and adult. This gives it the opportunity and the responsibility to encourage as well as offer specific skill training to these present and future entrepreneurs.

The American Vocational Association represents over 46,000 vocational educators. The association is quite aware of the role of small business in the economic development of this country. It is also aware of the negative impact of small business failures on this country's economy. The association is commmited to assisting its members in becoming aware of the importance of infusing entrepreneurship education into all vocational programs at all levels as well as giving direction to those members in the identification of appropriate methods for delivering entrepreneurial skills to the audiences they serve.

To carry out this commitment the American Vocational Association has completed a variety of activities:

LEGISLATION

The proposed bill for the reauthorization of the vocational education act supported by this association identifies entrepreneurship education as a specific program for which funds should be utilized. This was done to focus attention at the federal level on the importance of entrepreneurship education as a function of vocational education.

PUBLICATIONS

VocEd - the journal of the American Vocational Association highlights on an ongoing basis those programs of entrepreneurship education and/or small business management. The May, 1980 issue of VocEd focused on the theme "Entrepreneurship or Be Your Own Boss."

PROFESSIONAL DEVELOPMENT SERIES

The association has published and marketed publications that focus on entrepreneurship education and/or small business management.

Be Your Own Boss: Introducing Entrepreneurship by Edgar Persons

This monograph gives the vocational teacher background on entrepreneurship education for use in teaching an introductory course. It identifies ten basic questions that must be answered by the aspiring entrepreneur

Helping Small Business Make It: An Innovative Approach to Management by Edgar Persons

Show how vocational education can contribute to job development through filling the need for management skills programs for the small business owner. Describes the Minnesota model for small business management courses, an adult program operating in thirty sites.

Instructors' Guide to Entrepreneurship Instruction by Vivien Ely

Comprehensive guide to entrepreneurship instruction; identifies appropriate entrepreneurship concepts for introduction to students at all levels of education and gives detailed help for offering appropriate instruction. Features an extensive guide to resource materials.

SPECIAL PROJECTS

Through a grant (1979-1981) from Youthwork, a nonprofit corporation under contract to the Department of Labor, AVA managed a national exemplary in-school project. The objectives of this project were to create a youth enterprise office at AVA; develop four different youth enterprise models; leverage local and state level funds to help support the operating costs of the model sites; communicate the youth enterprise activity to the vocational education community with the goal of replication; and to increase the knowledge base about the type of youth enterprise programs which can function effectively as part of existing programs of vocational education.

As another aspect of this project, the 1980 national conference of AVA was devoted to the theme "Entrepreneurship or Be Your Own Boss" and the focus of all general meetings and division programs was on the methods by which entrepreneurship education could be infused into vocational programs at all levels.

In summary, the American Vocational Association views vocational education's role as impacting at all stages of the Life-Long Entrepreneurship Framework Model as presented by the National Center for Research in Vocational Education. As a professional association it will continue its commitment to assisting its members to develop and implement programs for the present and future entrepreneur.

AVA will take an active role in collaborative efforts of both public and private agencies with the goals of promoting entrepreneurship education and assisting in the development of programs specific to the needs of the small business owner.

70001 Ltd. and Youth Entrepreneurship: An Overview

70001 Ltd.
The Youth Employment Company
600 Maryland Avenue, S.W.
West Wing, Suite 300
Washington, D.C. 20024
(202) 484-0103

For Further Information Contact:
Robert F. McCarthy
Vice President
Field Operations - 70001

70001 Ltd. and Youth Entrepreneurship

One of the nation's largest youth employment organizations, 70001 Ltd. enrolls nearly 5,000 young high school dropouts each year in its national network of 51 programs. Participants, called "Associates," receive a comprehensive array of services, including work-readiness training, educational upgrading, motivational activities and job placement assistance. Independent research has documented that 80 percent of Associates who complete the two-to-five week work-readiness training program are placed into jobs, usually within two weeks.

70001 is a successful representative of a generic type of jobs program known as "pre-employment training." Participants are among the most disadvantaged of all jobless youth. Most read at about the sixth grade level and few have held any job for more than two weeks. More than a third have never had a job at all. All are from poverty backgrounds; half from families in which neither parent graduated from school. More than a third of all participants have at least one dependent child, seven percent have more than one. Nearly one in five participants has an arrest record.

70001's mission is to equip these young people with the basic skills and attitudes to find--and keep--a job; to boost them onto the first rung of the career ladder. And while entrepreneurship is not a primary focus, 70001 believes it is vital for young people to understand and appreciate the Free Enterprise system in order to be truly productive employees. In addition, 70001 has launched a joint venture with the Pepsi Cola Company to teach young dropouts basic business skills and provide opportunities to operate for-profit activities.

70001's ongoing interest in entrepreneurship has its roots in the founding of the organization in 1969. Concerned about the growing problem of unemployment among school dropouts, the Thom McAn Company awarded a grant to the Distributive Education Clubs of America to test a new approach. A familiar fixture in thousands of American high schools, DECA chapters teach young people about careers in retailing and distribution while instilling basic work values and attitudes. "Project 70001" adapted the DECA approach for young dropouts in the Wilmington, Delaware area.

The pilot project succeeded in preparing the dropouts for the world of work and placing them into jobs with private employers. Other communities adopted the 70001 model and in 1976, a private nonprofit corporation, 70001 Ltd., was formed independent of DECA.

Today, the entrepreneural spirit is very much alive and well at 70001. A core component in the curriculum used by local 70001 sites teaches Associates how important it is for employers to make a profit--and the role of employees in contributing to corporate profits. Associates also tour local businesses and invite business leaders to speak at career seminars.

Beyond a general awareness of the Free Enterprise system, 70001 also provides Associates opportunities to create and operate their own projects to raise money for themselves or for community charities. Under the banner of the Seventy Thousand One Career Association (SEVCA), the only organization in America just for high school dropouts, Associates plan and carry out a wide variety of fund-raising activities, including car washes, sandwich and bake sales, rummage sales, and aluminum can collections. During these and other projects, staff stress to Associates the similarities with "real-world" business enterprises. Associates also learn the importance of planning, record-keeping, marketing and sales; lessons that have relevance in almost any job.

It was this emphasis on business basics that convinced the Pepsi-Cola Company to revise its widely known "Learning and Earning" curriculum for use by 70001 programs. Already in use by hundreds of American high schools, the Pepsi-Cola program teaches young people the fundamental rules of business, then awards prizes for the best-run student fund-raising projects.

The "Learning and Earning" curriculum was revised in 1983 to match the typical reading and math skills of 70001 participants. The resulting program, re-titled "Learning and Doing Business", was implemented on an experimental basis in the fall of 1983 and will be expanded during the following several months.

70001 is proceding cautiously with the Pepsi enterpreneurship program and cautions other youth-serving agencies to follow a similar course. From a research standpoint, youth entrepreneural programs have a decidedly mixed history. Very few projects, for example, have been able to sustain themselves once federal or corporate subsidies ran out. In addition, youth entrepreneurship projects face an inherent and serious conflict between training and business goals. If profits are the main goal, then businesses must emphasize high productivity and low costs (especially in the area of personnel). If the project is viewed primarily as a training opportunity, then more allowance is given to vocational training, educational upgrading, supervision and the like. Historically, projects that have followed this second course have generated few if any profits.

Finally, youth entrepreneurship projects must face the issue of goals. What, exactly,is it reasonable to expect from such a project? Many entrepreneurship programs have charted quite ambitious goals for themselves, including: development of youth leadership; youth able to start their own businesses; reduction of unemployment through job creation; generation of revenues (profits) to support the project financially; and community economic development. In the main, however, youth entrepreneurship projects have failed to achieve these kinds of goals.

70001 believes that more and better-structured approaches must be tested before a final verdict on youth entrepreneurship can be rendered. Junior Achievement, founded in 1919, remains popular with high school students and business people alike, and continues to be the model upon which most contemporary programs are derived. Duplicating JA's success with youth other than white, middle-class high school students from small towns and rural areas, however, has proved elusive. Yet Junior Achievement, DECA, Future Farmers of America and other vocational student associations have shown that much can be done to equip young people with business skills so vital in today's competitive world.

##

State of Maryland

VOCATIONAL PLACEMENT AND FOLLOW-UP PROGRAM
JUVENILE SERVICES ADMINISTRATION
DEPARTMENT OF HEALTH AND MENTAL HYGIENE

721 WOODBOURNE AVENUE BALTIMORE, MARYLAND 21212 (301) 433-9490
9491

Henry Van Rolle

VOCATIONAL TRAINING FOR ECONOMIC INDEPENDENCE

WHAT IT IS

The vocational education program operated by the Juvenile Services Administration; is designed to ensure that the vocational training programs in the juvenile institution comply with the Vocational Education Act, which requires that all youths in Voc.-Ed. programs receive a continuum of services ranging from evaluation and initial training (in this case, while youths are still in the institution) to further training in vocational skills, job placements, self employment, and business ownership.

ITS PURPOSE:

To assist youths upon release from the training school. (1) In developing an enterpreneurship career, to co-inside with existing vocational training programs. (2) to encourage and enlighten all students in the benefits of ownership. (3) To follow up on the progress of these youths through vocational training and assist where applicable and possible in the enterpreneural ventures.

WHO IS SERVED:

All youth leaving Maryland Training School for Boys and students enrolled in Arthur G. Murphy's Center.

HOW IT WORKS

Youth are informed an referred by the treatment team at the training school. Juvenile counselors work with the treatment team and the youth's aftercare worker to develop a vocational education profile and to arrange for vocational training placement in accordance with the students interest. Follow up begins 30 days after placement, and continues every thirty days thereafter until the youth completes all compentencies.

UNIQUE FEATURES

This program will help Juvenile Services Administration to ensure that youths are learning marketable skills, as well as promote quality enterpreneurship education as an integral part of vocational training for small business ownership and management.

State of Maryland

VOCATIONAL PLACEMENT AND FOLLOW-UP PROGRAM
JUVENILE SERVICES ADMINISTRATION
DEPARTMENT OF HEALTH AND MENTAL HYGIENE

721 WOODBOURNE AVENUE BALTIMORE MARYLAND 21212 (301) 433-9490
9491

FUTURE PLANS: To expand the program to include more Juvenile Services Administration students and to develope more occupational trades.

For further information, contact:

Henry Van Rolle
721 Woodbourne Avenue
Baltimore, Maryland 21212
(301) 433-9490

THE FREE ENTERPRISE INSTITUTE

Amway Corporation
7575 East Fulton Road Ada, Michigan 49355

THE COMMITMENT

The founding of the Free Enterprise Institute in 1972 and the dedication of Amway Corporation's beautiful Center of Free Enterprise in 1973 emphasize the commitment of co-founders Jay Van Andel, Chairman of the Board, and Rich DeVos, President, to the economic system that offers every member of society the chance for a better life while preserving the personal freedoms that all cherish.

THE BELIEF

Free enterprise functions as a single element of a larger system — human freedom itself. Free enterprise is more than an economic theory — it is the economic dimension of liberty.

Economic education, therefore, involves more than the teaching of economic principles alone. Rather, economic education stresses the iron link between personal and economic freedom in a complex world where cultural, economic, political and social forces constantly interact. Without both personal *and* economic freedom, any truly free society collapses.

THE GOALS

The Free Enterprise Institute seeks to:

- Explain, reinforce and communicate the reciprocal relationship between personal and economic freedom.
- Develop programs that demonstrate the power of ideas and document the collectivist fate awaiting those who refuse to acknowledge the role ideas play in culture.
- Aid in the creation of rational, responsible citizens aware of their personal roles in a culture with limited government.

THE PROGRAMS

Institute programs reveal the values inherent in all aspects of our complex society. Free enterprise affects culture and politics, which in turn have a reciprocal impact on free enterprise itself.

- The Institute serves as a clearinghouse for information on free enterprise, bringing together and coordinating individuals, groups and organizations sharing a common belief in freedom.
- The National Teachers' Economic Education Workshop Program, piloted by The Free Enterprise Institute in 1972, has been recommended by the U.S. Chamber of Commerce as an effective way to develop economic education workshops in local communities. The Institute provides supportive services to these workshops which range from inservice career education seminars to graduate credit workshops taught by college professors.
- The Institute publishes and distributes *The Free Enterprise Resource Index*, an annotated economic inventory of audiovisual aids, books, periodicals, organizations and corporate programs on free enterprise. In addition to providing a wealth of informational sources on the American economy, the Index serves as a catalog of the Institute's audiovisual collection.
- Audiovisual aids in a variety of formats are available on a loan-free basis to educational institutions and other service groups. The staff of the Institute constantly reviews new releases to insure that the collection is accurate and current.
- A packet of information on free enterprise that includes additional timely topics is available free of charge.
- The Institute sponsors a traveling exhibit, *Tom Smith and His Incredible Bread Machine*, based on R.W. Grant's book of the same name. The show includes a collection of lights, gears, pipes and valves that erupt into a brilliantly orchestrated overture of audio and visual effects, including an elf, several puppets and two live pantomimes.
- Amway and The Free Enterprise Institute support a number of secondary and college programs, including *Exploring Career Opportunities*, *Office Education Association* and *Project Business*. Amway, in cooperation with several other corporations, sponsors *SELF (Student Economic Leadership Forum)*, a college program designed to emphasize the importance of communication skills in a free market economy. Personal goals, skills, and participation are developed and judged annually for a variety of cash and other awards.
- Each year more than 40,000 people, including many school groups, tour Amway's production facilities and the Center of Free Enterprise. Institute staff members are available to speak to tour groups.
- The staff of the Institute is available for speaking engagements on free enterprise and its importance to personal freedom as well as on aspects of the American economic system.

For further information please contact:

Dr. Joseph S. McNamara **Manager**	**William O. Bernhardy** **Education Coordinator**

The Free Enterprise Institute
7575 East Fulton Road
Ada, Michigan 49355
(616) 676-6986

PRESENTATIONS:

STAGE TWO SUPPORT GROUPS

Edward Davis

ENTREPRENEURSHIP IN DECA

PRESENTED TO

THE NATIONAL ENTREPRENEURSHIP EDUCATION FORUM

SEPTEMBER 1983

INTRODUCTION

The Distributive Education Clubs of America is committed to the development of the entrepreneurial spirit in its 180,000 members as part of its goal of "Developing Future Leaders for Marketing and Distribution."

Entrepreneurship is a central focus of DECA because Marketing is the critical factor in being classified as an entrepreneur. An inventor is not necessarily an entrepreneur, not until and unless, he plans, organizes, staffs, and directs a business venture.

DECA's focus on entrepreneurship is presently directed toward the first three stages of the Life-long Entrepreneurship Education Frameworks as described by the National Center for Research in Vocational Education. Stage 1: Entrepreneurship Career Awareness, Basic Skills and Economic Literacy. Stage 2: Entrepreneurship Interest and Awareness. Stage 3: Creative Application of Occupational Skills and Entrepreneurship Competencies.

DECA's 180,000 student members represent an excellent audience for Entrepreneurship Education in that they have identified marketing as a major focus of their careers. DECA members' experiences are enhanced by a heavy emphasis in the Marketing and Distributive Education curriculum on Cooperative Vocational Education. This on-the-job training often occurs in small businesses giving the DECA member two critical components of an entrepreneur; a marketing (risk taking) orientation, and experience (involvement) with small businesses.

DECA's role in the development of entrepreneurial competencies is to foster interest and enthusiasm among its members through its competitive events program and publications.

PUBLICATIONS

National DECA's member publication NEW DIMENSIONS is currently publishing a series of articles on various aspects of entrepreneurship. Each article is written by a prominent business person and includes a by-line about the company. Accompanying each publication is a "Teacher's Guide" designed to assist the teacher in preparing a unit or instruction around the article. Assistance with the recruitment of authors is being provided by the International Association of Franchisers. The articles will be published over a two year period and will address the following topics:

1. Understanding the Nature of a Small Business
2. Determining Your Potential as an Entrepreneur
3. Developing a Business Plan
4. Obtaining Technical Assistance
5. Choosing the Type of Ownership
6. Planning the Market Strategy
7. Locating the Business
8. Financing the Business
9. Complying with Government Regulations
10. Managing the Business
11. Managing Human Resources
12. Promoting the Business

After the series is completed, DECA plans to publish the articles and the teacher's guides in a monograph for permanent use by Chapter Advisors.

COMPETITIVE EVENTS

National DECA offers five competitive events that relate to Entrepreneurship Education. Each serves a unique role in developing DECA members' knowledge, skill, and attitudes relating to self-employment. The competitive events provide DECA members with recognition at the local, state, and national level, thereby motivating them to perform better in the Marketing and Distributive Education classroom. A brief description of each event follows:

The Free Enterprise (Chapter and Individual) Project(s), offers DECA Chapters an opportunity to first study the Free Enterprise System and then inform others about it. Thus far the project has touched 10 million people according to the Phillips Petroleum Company, the projects sponsor.

The Economic Awareness Project, also sponsored by Phillips Petroleum, is directed toward DECA's postsecondary (Delta Epsilon Chi) division. The project includes three levels of activities centering on how the Free Enterprise System functions and how the system affects individual career choices. The project includes a highly innovative computer simulation that allows the student to role play a small business owner. The Phillips Petroleum Company has been nominated for the prestigious Educational Sponsorship Award presented by the National Association for Industry - Education Cooperation, for its projects with DECA.

The Learn and Earn Projects involve the student in the planning, establishing, staffing, and controlling a small business enterprise. The project is designed to involve the entire chapter and may be used as a fund raising activity. The PEPSI-COLA COMPANY developed and sponsors the project for DECA.

The Entrepreneurship Written Event provides the student with the opportunity to prepare a written proposal for a new business and to request financing for the proposal in a role-playing interview with a bank or venture capital official. The forty page written proposal includes a self-analysis, an analysis of the business situation, a description of the way the business will operate, and detailed plans for financing the business through its first five years of operation. Any type of business may be used. The project was initiated for the 1983-84 school year and is being sponsored by the National Federation of Independent Business.

The Entrepreneurship - Organizing a Business Participating Event is similar to the written event in that the student develops and presents a proposal to form a business. The student will present a three-part business prospectus that describes a business that he wants to develop. The student wil develop the prospectus and presentation from the viewpoint of an entrepreneur seeking venture capital for the new business. The prospectus will be used to direct and reinforce the presentation to three groups of judges. Each group of judges will address one of the three parts of the prospectus. The students' evaluation will be based on the presentations. The National Federation of Independent Business has undertaken the sponsorship of this event as well as the Entrepreneurship Written Event.

DECA's Program of Recognition through Competition allows its 180,000 high school and college members to be recognized for their achievements during local, state, and national competition. Further information is available from National DECA, 1908 Association Drive, Reston, Virginia 22091.

Edward Miller

ENTREPRENEURSHIP EDUCATION IN FBLA-PBL

FUTURE BUSINESS LEADERS OF AMERICA-PHI BETA LAMBDA, INC.

FUTURE BUSINESS LEADERS OF AMERICA
PHI BETA LAMBDA, INC.

Recipient of:
Freedoms Foundation Honor Medal
Horatio Alger Association Youth Recognition

ENTREPRENEURSHIP EDUCATION IN FBLA-PBL

Future Business Leaders of America-Phi Beta Lambda, Inc. is dedicated to helping young people prepare for meaningful, rewarding careers in business. Our membership numbers over 200,000 high school and post-secondary students in 5,529 active chapters in the 50 states, Guam, Puerto Rico, Virgin Islands, American Samoa, and Europe.

Our stated goals include:

- promoting competent, aggressive business leadership
- understanding American business enterprise
- establishing career goals
- encouraging scholarship
- promoting efficient financial management
- developing character and self confidence

Entrepreneurship education has always been an integral part of FBLA-PBL programs developed to achieve our goals. We have recently increased our focus upon entrepreneurship to increase understanding of its importance to our economy and to encourage our members to consider entrepreneurship as a career choice.

The 1982-83 school year was a banner year for entrepreneurship education in FBLA-PBL. We introduced our major national project Getting Involved which featured entrepreneurship as one of three key elements of our economic system.

"Entrepreneurship" was the theme for the January issue of our 225,000 copy student magazine, Tomorrow's Business Leader. Our advisers' newsletter Hotline offered information on additional resources for teachers to use in entrepreneurship education.

Entrepreneurship I and II were introduced as new competitive events for FBLA members. These events are designed to evaluate concepts and understanding of the American business enterprise system and its effect on consumers, workers and business owners.

180

GETTING INVOLVED™

THE "GETTING INVOLVED" PACKET

The "Getting Involved" packet contains three project booklets on productivity, technology and entrepreneurship plus promotional materials for American Enterprise Day. The packet was developed after careful research into the needs of chapters and their advisers. "Getting Involved" was designed to teach the basics of the three subjects covered and to provide "action options" for chapter activities.

Each booklet presents concepts and step-by-step activities designed to show how these subjects contribute to the free enterprise system. There is an overview of each subject, followed by four sections -- be aware, be informed, be concerned and be involved. A tear-off self-addressed questionnaire is placed at the back of the booklets to provide the national office with information on the effectiveness of the materials.

Activities outlined in the Entrepreneurship booklet include a survey of entrepreneurs in the local community, studies on entrepreneurial traits and success factors, instructions for developing a new business and tips on speakers for these activities.

The Technology booklet encourages an appreciation of the impact technology has on businesses through an attitude survey, discussion outline and a study of the uses of technology in local businesses. Chapters are encouraged to enlist local business owners as speakers on this subject.

The third booklet, Productivity, addresses the practical aspects of productivity in the free enterprise system. A survey on "Motivation and Work" is outlined, an informative visit to local businesses is suggested and discussion outlines are presented for chapter meetings. Owners and managers of local successful businesses are encouraged to share their expertise with chapter members and to appear as speakers for chapter programs.

A monitoring system has been established to determine the use and effectiveness of the "Getting Involved" packet. A survey, taken in March 1983, indicates that the packet has been used by many chapters across the country. Activities generated by the booklets have exceeded original projections.

"Getting Involved" is a practical, effective program which will increase in total impact as chapters continue using the materials and as other chapters adopt the program. The "Getting Involved" packets were distributed to chapters in September 1982. Additional copies are available from the Communications Department at FBLA-PBL national headquarters. A second printing is scheduled in 1984.

GETTING INVOLVED is a national project of FBLA-PBL, Inc.
Made possible by a grant from Chevron U.S.A. Inc.

ENTREPRENEURSHIP ARTICLES

featured in the January 1983 Tomorrow's Business Leader
circulation : 225,000 copies to student members, others

Editorial:	Marjina Kaplan outlines the meaning of "Entrepreneurship"
Quiz:	Identify These Entrepreneurs
Requirements:	Not All Have It
Profiles:	Tom Miller, Successful Entrepreneur Nolan Bushnell, Atari to Androbot Mary Kay Ash, A Woman's Dream
Features:	New Entrepreneur, Romantic Hero of American Business Entrepreneurs Note Economic Shifts Case Study, One That Got Away
Columns:	National officers share thoughts about entrepreneurship

PROJECT RESOURCES

recommended in December 1982 Hotline
a newsletter for FBLA-PBL advisers

Entrepreneurial Education : A focus for the 80's
published by the U.S. Small Business Administration

Encyclopedia of Entrepreneurship
by Calvein A. Kent, Donald L. Sexton, and Karl H. Vesper
published by Prentice-Hall, 1982

Venture - The Magazine for Entrepreneurs
published by Venture Magazine, Inc. New York City, NY

FBLA-PBL NATIONAL AWARDS PROGRAM

competitive events
ENTREPRENEURSHIP I and II

The FBLA-PBL National Awards Program is considered one of the finest motivational tools available to the teacher. It provides a carefully structured system of competitive events for members at a local, state, and national level.

The introduction of Entrepreneurship I and II competitive events will stimulate classroom activities and independent study of entrepreneurship. The recognition given for achievement in this competitive event will stimulate greater appreciation and understanding of the subject.

The events consist of an objective written test which may include questions on the characteristics and organization of business,banking and credit functions, and the consumers' relation to the environment. Topics covered could include rights and responsibilities of workers,managers, owners and government; money management including savings and investments; communications and transportation; and insuring against economic risks.

For more information on these materials and planned programs featuring entrepreneurship education contact: Marjina Kaplan, Communications Director, Future Business Leaders of America-Phi Beta Lambda, 1908 Association Drive, Reston, VA 22091. Phone (703)680-3334.

Materials developed for

entrepreneurship education in FBLA-PBL

in original paper:

*Getting Involved packet

*January 1983 TBL

*xc: Hotline article, Dec. 1982, p. 4

*xc: Competitive Event Revision Book

--Entrepreneurship I Event 22, p. 38

--Entrepreneurship II Event 23, p. 39

*FBLA-PBL Fact Sheet

Dorothy Goodman

Office Education Association

5454 Cleveland Avenue, Columbus, Ohio 43229, 614/895-7277

OEA AND THE ENTREPRENEURSHIP EDUCATION PROCESS

The Office Education Association is a national voluntary association for students enrolled in vocational business and office occupations education. It is a co-curricular activity that is an integral part of the educational program which is designed to develop leadership abilities, interest in the free enterprise system, and competency in office occupations within the framework of vocational and career education. The Office Education Association is composed of eighteen state associations representing over 76,000 student members in three divisions--secondary, post secondary, and collegiate.

As one of the primary goals of OEA is to develop and enhance the understanding of the American business sytem, OEA has developed several programs for use at the local, state, and national levels of the organization. The programs would be included in Stage 1 of the Life-Long Entrepreneurship Education Framework.

Current programs offered by OEA for student involvement include the Individual Free Enterprise Awareness project, the Chapter Free Enterprise Awareness project, and the Economic Awareness competitive event. The Individual Free Enterprise Awareness project seeks to encourage all OEA members to have a better understanding of the American free enterprise system, what it means to their future, and to communicate this understanding to others through a typewritten paper, presentations before organized groups, development of an exhibit, one activity of the student's choice informing others about the free enterprise system, and an interview to demonstrate the student's understanding of free enterprise. The Chapter Free Enterprise Awareness project follows the basic format of the Individual project but seeks to involve all members of the local chapter in the activities. Recognition is provided at the state and national levels for participation with appropriate awards being presented to the top six entries at both the secondary and post-secondary levels. The Economic Awareness competitive event is open to any student attending the state or national leadership conferences. Awards are presented to the top six finalists in each membership division. In addition, articles concerning economic awareness, productivity, and entrepreneurship regularly appear in OEA publications, including the OEA Communique, OEA's quarterly journal.

As a result of OEA's emphasis on free enterprise, we found that the local teacher/advisor needed assistance on incorporating these concepts into many of the vocational office education programs. Therefore, OEA has provided resource bibliographies to each chapter. During 1983-84, OEA will publish eight units for teacher/student use. The units include: Competition, Individual Taxation, The Labor Movement, Productivity, Profit, Resource Scarcity, Supply and Demand, and Taxes and the Business Organization. These units were developed by local teachers experienced in teaching economic concepts through a workshop funded by SOHIO.

Contacts regarding OEA activities are:

Dorothy M. Goodman
OEA Executive Director
5454 Cleveland Avenue
Columbus, OH 43229
(614)895-7277

Dwight Loken
OEA Associate Director

Jody Olson
OEA Communications Specialist

Dewey Adams

The American Vocational Education Personnel Development Association
(Section in New and Related Services of AVA)

Introduction

The American Vocational Education Personnel Development Association (AVEPDA) is a Section within the Division of New and Related Services of the American Vocational Association. Its membership is comprised of leaders in vocational teacher education, state and local vocational education supervision and other related vocational education agencies and organizations concerned with the development of human resources for vocational education in the nation. AVEPDA was organized in December of 1972 and its current membership is approximately 125.

Purpose and Objectives

The American Vocational Education Personnel Development Association is committed to facilitating the mission, goals, and programs of the American Vocational Association and to maintaining and extending quality programs of vocational education. Specific objectives are:

1. To set goals and develop strategies to ensure an adequate supply of personnel to attain the goals of vocational education.
2. To influence the development and implementation of legislative acts and policies at federal and state levels relative to meeting the needs for personnel in vocational education.

3. To establish and maintain a system of communication among and between federal, state, and local agencies and institutions regarding the development of personnel in vocational education.
4. To stimulate the development of personnel programs in each state which includes the identification of needs, delineation of priorities, and determination of resources required to meet the needs of the state.

Program of Work

AVEPDA functions through an annual program of work planned and approved each year during the annual business meeting at AVA. Key activities in the program of work focus upon efforts to increase the effectiveness of local teachers and teacher leaders in providing secondary and postsecondary vocational education to the youth and adults throughout public education in the nation. Evident in these efforts is a high level of interest in building and promoting competence in entrepreneurship among vocational education students in high schools and postsecondary education institutions. Reoccurring themes and topics in the annual AVEPDA programs during the AVA Convention include high priority of understanding, building and promoting entrepreneurships throughout the vocational education community.

Marion Holmes

THE SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF CAREER AND VOCATIONAL EDUCATION
734 Schuylkill Avenue
Philadelphia, PA 19146

ENTREPRENEURIAL PROGRAMS

Presented at the

NATIONAL ENTREPRENEURSHIP EDUCATION FORUM

THE OHIO STATE UNIVERSITY
Columbus, Ohio 43210

September 21 and 22, 1983

THE SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF CAREER AND VOCATIONAL EDUCATION

ENTREPRENEURIAL PROGRAMS

Traditionally, The School District of Philadelphia has been a leader in developing, implementing, and refining programs which provide opportunities for students to obtain vocational competencies. Recently, however, because of the rapidly changing job market and increased competition for existing jobs in many of the skill areas for which students are being trained, the Division of Career and Vocational Education recognized the need to enhance its instructional program, thereby providing a greater opportunity for employment to graduating seniors. The inclusion of entrepreneurial training at the high school level was seen as one means of addressing this need.

To this end, therefore, the Division of Career and Vocational Education, under the direction of Dr. Marion B. W. Holmes, established two entrepreneurial programs at one inner-city, minority-populated comprehensive high school.

The criteria used to select an appropriate high school for the initiation of an entrepreneurial program included (a) a target population in need of entrepreneurial training, (b) an existing vocational program which could readily accommodate such training, (c) receptivity of the host school to the conduct of such a pilot program, and (d) the possibility of securing funds to support such an endeavor.

The first program to include an entrepreneurial component, in 1982, was The Academy of Applied Automotive and Mechanical Science (AAAMS), a collaborative effort of The School District of Philadelphia and private industry. The second program was established during the latter part of the 1982-83 school year as a part of the School-to-Work Action Program (SWAP). SWAP is a joint venture of The School District of Philadelphia and the Greater Philadelphia Chamber of Commerce, funded by a grant from the Edna McConnell Clark Foundation. Both of these programs operate at Simon Gratz High School.

The Academy of Applied Automotive and Mechanical Science (AAAMS)

Overview. This Academy was incorporated in 1975 under the Pennsylvania Non-Profit Corporation Law of 1972 and is designed to address the critical problem of minority youth unemployment. It utilizes a comprehensive curriculum which integrates basic and vocational skills. This curriculum is reinforced with a variety of experiences designed to assist participating students in transferring classroom skills to the work place.

Summer Program Objectives. The following objectives form the foundation of the entrepreneurial component:

Instructional Objectives

a. To provide students with opportunities to acquire entry-level vocational skills in a real work situation.

b. To provide students with opportunities to acquire job-readiness skills.

c. To provide students with an awareness of the skills and techniques necessary to own and operate a small business.

Operational Objectives

a. To maintain a financially self-supporting summer program (with the exception of staff funding).

b. To increase the number of participating students.

c. To increase the number of instructors.

d. To increase gross revenues.

Summer Program Description. With a private firm underwriting a large portion of the operating costs, the program began in the summer of 1982. To help minimize these costs, however, AAAMS solicited the donation of used vehicles from individuals, using a tax write-off as an incentive. These vehicles were then repaired by the sixteen (16) student participants under the supervision of qualified instructors. Upon completion of the repair work, the vehicles were sold to the general public.

For the 1983 summer program the donation of used vehicles was solicited from both private and public sources. The School District of Philadelphia, Philadelphia Electric Company, and individuals donated vehicles for this year's venture.

During the five weeks the shop was in operation, students gained skill and experience in areas such as customer relations, work scheduling, quality control, repair cost estimating, and financial recordkeeping. Students also received general information about setting up and managing a small business.

Program Evaluation. The program was so successful that in 1983 it was financially self-supporting and gross revenues increased by 400 per cent. Student and staff attendance was 100 per cent, and student lateness dropped from three (3) per cent in 1982 to one (1) per cent in 1983. Because of this success, expansion of the program is planned for the summer of 1984.

School-to-Work Action Program (SWAP)—Bulldog Creations

Overview. Bulldog Creations is a small business enterprise operating by means of a grant to the Greater Philadelphia Chamber of Commerce from the William Penn Foundation.

The program advisor, who is also a graphic design teacher at Gratz, identified the various jobs, related tasks, and qualifications necessary to operate the business. Selection of students was conducted through an application procedure, with screening by both the program advisor and the life skills staff of SWAP. Two groups of students were initially formed: five (5) graphic design students and five (5) business education students. Depending upon the production load at any given time, as many as eighteen (18) students were working at one time. The advisor worked with all students initially in setting up business and soliciting orders from the School District and private companies.

Program Objectives. The primary goals of the project were:

a. To implement a variety of activities exposing students to the principles involved in conducting a business.

b. To provide an additional, alternative opportunity for disadvantaged students to gain paid work experience.

c. To permit the application of a variety of skills in a supervised setting.

d. To instill in the participants a realistic appreciation of the work ethic.

Program Operation. The program began operation during March 1983. Initially, teachers from both SWAP and other classes, and personnel from the private sector, worked with individual students on specific tasks related to their jobs. Groups of students canvassed various businesses and engaged in research activities to establish appropriate price schedules.

The business operated four days per week for two hours per day during the remainder of the school year, and for twenty hours per week during the summer of 1983. Students were paid a stipend during the school year, which was raised to minimum wage during the summer. Although each student had specific responsibilities, all students had an opportunity to experience various phases of the entire business. Furthermore, the types of work were varied, from small complete jobs to parts work, which were subcontracted to the business as part of a company's production cycle.

Program Evaluation. Preliminary analysis of the project indicates that this type of activity is beneficial and educational for the students involved and can be continued wholly, or in large part, through the "profits" incurred by sales. It is motivational and gives all participants an opportunity to work together toward a common goal. Unfortunately, the complications encountered in securing funding, the limited time frame, and the late start did not enable the business to capitalize fully on what is a seasonal business. The program, within its limited operational period, was successful in establishing a base upon which future operation is promising.

The School District of Philadelphia's Division of Career and Vocational Education recognizes the critical value of entrepreneurial skills in providing students with the wherewithal to survive economically in today's society. Ways and means of infusing entrepreneurship concepts into the total vocational education program are, therefore, being carefully explored at the present time.

The programs outlined herein attest not only to their value as educational opportunities, but also to their value as alternatives in gaining actual work experience in a "real" but "sheltered" work setting. Perhaps most important, these types of programs provide an additional avenue to students in their transition from school to work: that of establishing their own businesses.

PRESENTATIONS:

STAGE THREE SUPPORT GROUPS

Frank W. Evans

JUNIOR ACHIEVEMENT

HISTORY - Junior Achievement was founded in 1919 by Horace Moses, President of the Strathmore Paper Company of Springfield, Massachusetts. JA's founding fathers were familar with the 4-H program in which rural youngsters "learned-by-doing" about farming and agriculture. JA's objective was to teach urban youngsters about the future role they would have in our industrialized society via a similar "learn-by-doing" format.

One of the primary reasons Junior Achievement has prospered over the past 64 years has been an ongoing commitment by top business leaders of the country to the concepts for which Junior Achievement stand. It is that business leadership which saw the organization through the depression years. It is that business leadership which launched a national expansion program in the early 40's. It is that same top level national business leadership which helped to launch an aggressive diversification program in the 1970's and which continues to this day.

JA: THE TRADITIONAL HIGH SCHOOL PROGRAM - This is the program that most individuals are familiar with. In this program, which started 64 years ago, high school students organize and operate their own minature companies.

Entrepreneurship training is provided in Junior Achievement via the hands-on approach to realistic business opportunities and problems.

In Junior Achievement, high school students, called Achievers, are recruited from participating high schools. This recruitment process is accomplished through a number of ways. In some schools there are assemblies; in some schools PA announcements; and, in other schools a classroom to classroom appeal is made.

Adult volunteers from business are recruited by JA staff. These volunteers serve as advisers to the JA companies. They guide and counsel the teenagers as they go about the process of operating their own business. They serve as positive business role models to the teenagers. They also provide career guidance and human relations skills support to these young people at a very difficult time of their lives.

During the first JA company meeting the advisers present to the students a product they have researched. Generally this product is accepted as the company product. Next, the advisers outline the various capital structures to the students: proprietorships, partnerships and corporations. Most JA companies are organized as corporations; some are organized as partnerships. To capitalize the JA company (usually for approximately $75 to $125) the young people sell shares of stock ($1.00 per share) to their family, friends, relatives and teachers. The students must also own a share of stock in their company. For many of these individuals, it is their first exposure to stock ownership.

In JA partnership companies, each student member of the company puts up an equal share of the total capital needed.

Approximately 80% of all JA companies organized operate as manufacturing companies. The remainder function as service companies. Service company formats range from banking (most predominant) to auditing, broadcasting, modeling, catering, data-processing, etc. During the 1982-83 school year there were over 9,000 JA companies capitalized in the United States. The products and services of these companies were just as diverse.

As each JA company goes about its organization process it adopts a set of standardized bylaws and elects a president. From among the ranks of company members four additional officers are appointed. The officers in a JA company are President, Vice President of Marketing, Vice President of Production, Vice President of Finance and Vice President of Personnel & Corporate Secretary.

The adult advisers instruct the student officers in the record keeping and leadership skills they will need to function effectively as company officers.

In the most effective JA companies, full operating responsibilities are delegated early on to the teenage students. The advisers truly become "advisers" as the weeks go by. JA companies meet weekly for a period of two to two and one half hours. After approximately three weeks the company is in full production of its products. All members of the company at this point are called upon to sell the finished product. Sales training is held. Promotional and motivational plans are put in place by the teenage corporate executives.

At the end of the JA program cycle, each JA company begins the liquidation process. All assets are converted to cash. Production ends. Sales come to a close and an annual report is developed. Finally, the company declares a dividend and goes out of business. This liquidation process insures that a new group of Achievers will have the opportunity to participate in the full scope of Junior Achievement activities, organization, operation and liquidation, during the next program cycle.

Entrepreneurship training via a Junior Achievement experience is an on going part of Junior Achievement. By the very nature of what they are doing each member of the JA company "undertakes" a part of the business process. The students are encouraged by their advisers to take risks. The students make decisions which have a binding effect on their enterprise. Achievers ultimately are accountable to their stockholders for those decisions.

Discussion topics throughout the JA program cycle provide the formal "education" part of JA in which resource people from the adviser's company or community at large visit the JA company and discuss topics such as capital, productivity, government & taxes, careers, etc.

In terms of entrepreneurship training, there is none better than Junior Achievement because it is the only program available to young people which actually allows them to function as entrepreneurs...and it does so with genuine but limited risk.

PROJECT BUSINESS - This Junior Achievement program was developed in 1971 and has grown dramatically since a $750,000 grant from the W.K. Kellogg Foundation in 1976. During 1982-83, there were over 9,400 classes of Project Business involving 243,000 junior high school students.

Project Business is an enrichment program offered at the 8th or 9th grade level in an existing social studies classroom. In this program, a top business executive, usually from a small, entrepreneurial type firm acts as an "adjunct professor" so to speak in the teaching of business and economic principles to the junior high students.

The curriculum for Project Business includes seven topics which the consultant, as the business volunteer is called, can present. These topics include: economics, comparative economic systems, careers, the market system, money and banking, etc.

The key to the success of Project Business as with all Junior Achievement programs, has been the fact that the volunteer business resource works directly with the young people who participate. In this manner, the businessperson again is a positive business role model to the students, helps them formulate career decisions, and generally portrays a positive business image to the youngsters.

BUSINESS BASICS This program places an outstanding student member of the traditional JA High School program in a fifth or sixth grade classroom where he or she presents four business topics to the elementary students. The topics covered include: business organization, management, production and marketing. The lessons taught by the senior high school student help reinforce the lessons learned in the JA company environment. It also allows the high school student to further develop speaking skills and a sense of self confidence.

Business Basics is a new program. It was first conceptualized in 1977-78. During the 1982-83 school year there were over 2,600 classes of Business Basics involving in excess of 70,000 elementary school students.

Like all JA programs, Business Basics is intended to provide its student participants with a positive business image. It helps acquaint them with business as a positive force within our society. Business Basics, like all our programs, portrays the marketplace as an exciting, dynamic force working for the betterment of all citizens.

OUR NEWEST PROGRAM - APPLIED ECONOMICS - We are currently field testing, in 36 pilot cities, our newest program Applied Economics. This is an actual course offered as an elective at the senior high school level. Junior Achievement has developed its own economics textbook which is then coupled with a volunteer business executive and personal computers. Building upon 64 years of experience in teaching young people about business in a learn-by-doing environment, AE provides students an opportunity to learn about economics while at the same time operating a minature company right in the classroom setting. After 9 weeks of company operation, this mini-company is liquidated and the company moves on to management games which are simulated on the computer. The final phase of AE deals with case studies in which economic tradeoffs are considered.

JA AND ENTREPRENEURSHIP EDUCATION - It is our belief that Junior Achievement and its varied programs for different grade levels provides an continuum of entrepreneurship education. Exposure to business concepts and the many options that the marketplace has to offer at the elementary age level is provided by Business Basics. Positive business role models, further development of career clusters, on-site visits to local business establishments and in-depth exploration of economic and business concepts are what make Project Business a dynamic and successful program. Finally, actual hands-on experience in the operation and decision making that is involved in a real live business enterprise are what have made Junior Achievement the most effective and successful business and economic education organization in the country today. And as we look ahead to the effect of Applied Economics on our overall programs, we see much, much more continued success and growth. We fully believe that Junior Achievement is changing the way America thinks about business!

JUNIOR ACHIEVEMENT

APPLIED ECONOMICS^{TM}

Executive Summary
for School Administrators

SUMMARY INFORMATION

DEPARTMENT:	Applied Economics is designed to fulfill the economic education goals of the social studies curriculum.
GRADE:	11th or 12th
STUDENT SELECTION:	The course is intended for all students whether following college prep, vocational education or other courses of study. The teacher's guide contains supplemental activities and suggestions to tune the course to the ability of the students.
COURSE CATALOG DESCRIPTION:	Applied Economics is a course that asks students to actually operate a small business in the classroom as part of their study of general economics. Topics are studied from the perspectives of business, the consumer, labor, and government. The course uses a microcomputer in the classroom to publish company financial reports, conduct management games and create economic simulations. The course features student projects, business advisers in the classroom and audio-visual learning.
DURATION:	One semester (18 weeks)
ELECTIVE OR REQUIRED:	Elective
PREREQUISITES:	Students should know how to determine percentages and how to multiply by a percentage.
CLASS SCHEDULING:	The computer may not be used by more than one class during the same period. If Applied Economics is to be taught by more than one teacher, locate classrooms as close as possible to each other to minimize movement of the computer.

CLASS SCHEDULING: (Cont.)	Due to the complexity of the program, one teacher should not be asked to teach more than two or three Applied Economics courses per semester. To minimize training time and expense, encourage teachers to repeat the course during the spring semester. When possible, please schedule classes for the first or second period so that the business adviser may visit the class on the way to work.
STORAGE:	A locker for each student company in the classroom for storage of raw materials, finished products, tools and company records.
AUDIO-VISUAL EQUIPMENT REQUIRED:	Overhead projector and filmstrip/cassette projector.
TEACHER TRAINING:	(During the pilot year, the class should be taught by teachers with experience or training in economics.) Junior Achievement will provide two days of training in August (for both semesters) plus two optional call-back days during each semester. Social studies department leaders and high school principals are invited to attend the training sessions. During the sessions, the teacher will be introduced to the course material, audio-visuals, and simulations. The teacher will meet with the business consultant and both will receive training with the computer. Teacher attendance at training is the responsibility of the school system.

SBA

U.S. Small Business Administration
Federal Building, U.S. Courthouse
85 Marconi Boulevard
Columbus, Ohio 43215

Memorandum

Columbus District Office

Date: September 21, 1983

From: Lisa W. Perrin, Deputy District Director

Subject: SBA's Educational Activities

To: Participants at the National Entrepreneurship Education Forum

Counseling, training and publication efforts of the U.S. Small Business Administration falling within the scope of the Management Assistance program are primarily directed toward the education of both prospective and present adult small business owners and managers. With policy, procedures, guidelines, new directions and publications developed at the Washington level and technical advice provided by ten regional offices, the actual planning, execution and delivery of the Agency's training services happens at the district and branch offices (list attached). Variances of staff size and skill, the diversity and availability of local private sector training co-sponsors and resources and the needs and options of any given local business community -- coupled with the field offices' freedom to plan their respective programs -- result in differences almost impossible to chronicle. Most SBA training activity is directed to Stage III, IV and V, but we try not to neglect the other areas.

Basic to the success of SBA's Business Management Training Program is our extensive local contact with borrowers, other small business persons, our existing networks in cities of all sizes with chambers, small business councils, libraries, city and state departments, schools of all categories, community development groups, trade associations, professionals, bankers, business leaders, special interest groups, elected officials and large firms. Our training is intended to be practical, low-cost and tailored to the needs of a particular local small business constituency. We are firmly in a position to plan and present training and are able to tap and work with your new and developing concepts, to bring them to their natural audience and to provide sound feedback. Your ideas plus our localized contacts can produce results.

All SBA offices present 8-hour pre-business workshops for prospective and very new business persons. Our co-sponsors will vary -- chambers, SCORE chapters, small business development centers, colleges and universities, trade associations, etc. Speakers may be selected from any of the above co-sponsors as well as SBA staff, friends of the Agency, banks, etc.; seldom, if ever, are they paid. The agenda for a pre-business workshop is fairly uniform across the country.

All offices present other training programs, varying from three hours length to multi-year efforts. Subjects can vary from the very basic skills such as accounting and inventory, more general themes such as marketing, business planning and management methods, the specialized programs such as retail advertising, the new and mysterious such as computer selection and usage and timely matters such as survival, tax planning and international trade.

All SBA offices work with co-sponsors which are generally non-profit groups and educational units. In many cases franked mail, printing and publicity assistance is available. Publications (the lists for which are available here), films, planning, speakers and direction are always available to co-sponsors.

Many SBA offices are able to provide access to some of Controlled Data's PLATO (computer assisted) training. The National Small Business Training Network, directed by the American Association of Community & Junior Colleges is available in many communities across the country. Small business development centers provide extensive training in over half of the states.

Instructional levels and complexity of subject matter will vary greatly from office to office. It is certainly worth our time to try something new, better or different with you. We're quite interested also in special emphasis groups such as women, minorities and veterans and in programs for both small and very large groups.

While SBA is aware of and interested in meeting the needs for entrepreneurship education among students, we have no formal program for this group. With limited resources, our efforts must be directed toward those on the brink of or already into business ownership. It would be worthwhile for your local contacts to inquire about SCORE or SBA speakers, outside speaker suggestions, single copies of publications which one could reproduce and for other availabilities.

Counseling by the Service Corps of Retired Executives and the Active Corps of Executives, members of professional and trade associations working with SBA under local or national agreements and Small Business Institute teams and Small Business Development Xenters is frequently utilized to either supplement or supplant formal training sessions.

Do tell your associates to call the local Assistant District Director for Management Assistance or a management assistance officer to explore the possibility of delivering their expertise to a segment of our economy in need of and deserving of our best efforts.

Lisa W. Perrin
Deputy District Director

Enclosures

SBA FIELD OFFICES

ADDRESSES AND COMMERCIAL TELEPHONE NUMBERS

APRIL 1983

REGION	CITY	STATE	ZIP CODE	ADDRESS	COMMERCIAL TELEPHONE NUMBERS FOR PUBLIC USE ONLY
RO	Boston	MA	02110	60 Batterymarch Street, 10th Floor	(617) 223-3204
DO	Boston	MA	02114	150 Causeway St., 10th Floor	(617) 223-3224
POD	Holyoke	MA	01040	302 High Street, 4th Floor	(413) 536-8770
I DO	Augusta	ME	04330	40 Western Avenue , Room 512	(207) 622-8378
DO	Concord	NH	03301	55 Pleasant Street, Room 211	(603) 224-4041
DO	Hartford	CT	06106	One Hartford Square West	(203) 244-3600
DO	Montpelier	VT	05602	87 State Street, Room 205	(802) 229-0538
DO	Providence	RI	02903	40 Fountain Street	(401) 528-4580
RO	New York	NY	10278	26 Federal Plaza, Room 29-118	(212) 264-7772
DO	New York	NY	10278	26 Federal Plaza, Room 3100	(212) 264-4355
BO	Melville	NY	11747	35 Pinelawn Road, Room 102E	(516) 454-0750
DO	Hato Rey	PR	00919	Carlos Chardon Avenue, Room 691	(809) 753-4002
II POD	St. Thomas	VI	00801	Veterans Drive, Room 283	(809) 774-8530
DO	Newark	NJ	07102	970 Broad St., Room 1635	(201) 645-2434
POD	Camden	NJ	08104	1800 East Davis Street	(609) 757-5183
DO	Syracuse	NY	13260	100 South Clinton Street, Room 1071	(315) 423-5383
BO	Buffalo	NY	14202	111 West Huron Street, Room 1311	(716) 846-4301
BO	Elmira	NY	14901	180 Clemens Center Parkway Room 412	(607) 733-4686
POD	Albany	NY	12207	445 Broadway-Room 236-A	(518) 472-6300
POD	Rochester	NY	14614	100 State Street, Room 601	(716) 263-6700
RO	Bala Cynwyd	PA	19004	231 St. Asaphs Rd., Suite 640	(215) 596-5889
DO	Bala Cynwyd	PA	19004	231 St. Asaphs Rd., Suite 400	(215) 596-5889
BO	Harrisburg	PA	17101	100 Chestnut Street, Suite 309	(717) 782-3840
BO	Wilkes-Barre	PA	18702	20 North Pennsylvania Avenue	(717) 826-6497
BO	Wilmington	DE	19801	844 King Street, Room 5207	(302) 573-6294
III DO	Towson	MD	21204	8600 LaSalle Road, Room 630	(301) 962-4392
DO	Clarksburg	WV	26301	109 North 3rd St., Room 302	(304) 623-3631
BO	Charleston	WV	25301	Charleston National Plaza, Suite 628	(304) 343-6181
DO	Pittsburgh	PA	15222	960 Penn Avenue, 5th Floor	(412) 644-2780
DO	Richmond	VA	23240	400 North 8th Street, Room 3015	(804) 771-2617
DO	Washington	DC	20417	1111 18th Street, N. W., 6th Floor	(202) 634-4950
RO	Atlanta	GA	30367	1375 Peachtree St., N.E., 5th Floor	(404) 881-4999
DO	Atlanta	GA	30309	1720 Peachtree Road, N.W., 6th Floor	(404) 881-4749
POD	Statesboro	GA	30458	127 North Main Street	(912) 489-8719
DO	Birmingham	AL	35256	908 South 20th St., Room 202	(205) 254-1344
DO	Charlotte	NC	28202	230 S. Tryon Street, Room 700	(704) 371-6563
POD	Greenville	NC	27834	215 South Evans Street, Room 206	(919) 752-3798
DO	Columbia	SC	29201	1835 Assembly Street, 3rd Floor	(803) 765-5376
DO	Jackson	MS	39269	100 West Capitol Street, Suite 322	(601) 960-4378
IV BO	Biloxi	MS	39530	111 Fred Haise Blvd., 2nd Floor	(601) 435-3676
DO	Jacksonville	FL	32202	400 West Bay St., Room 261	(904) 791-3782
DO	Louisville	KY	40202	600 Federal Pl., Room 188	(502) 582-5971
DO	Miami	FL	33134	2222 Ponce De Leon Boulevard, 5th Floor	(305) 350-5521
POD	Tampa	FL	33602	700 Twiggs Street, Room 607	(813) 228-2594
POD	W Palm Beach	FL	33402	701 Clematis Street, Room 100D	(305) 659-7533
DO	Nashville	TN	37219	404 James Robertson Parkway, Room 1012	(615) 251-5881
POD	Knoxville	TN	37902	502 South Gay St., Room 307	(615) 673-4534
POD	Memphis	TN	38103	167 North Main Street, Room 43	(901) 521-3588
RO	Chicago	IL	60604	219 South Dearborn Street, Room 838	(312) 353-0359
DO	Chicago	IL	60604	219 South Dearborn Street, Room 437	(312) 353-4528
DO	Cleveland	OH	44199	1240 East 9th Street, Room 317	(216) 522-4170
DO	Columbus	OH	43215	85 Marconi Boulevard	(614) 469-6860
V BO	Cincinnati	OH	45202	550 Main Street, Room 5028	(513) 684-2814
DO	Detroit	MI	48226	477 Michigan Avenue, Room 515	(313) 226-7241
BO	Marquette	MI	49885	220 West Washington Street, Room 310	(906) 225-1108
DO	Indianapolis	IN	46209	575 North Pennsylvania Street, Room 578	(317) 269-7272
BO	South Bend	IN	46601	501 East Monroe Street, Room 160	(219) 236-8361
DO	Madison	WI	53703	212 East Washington Ave., Room 213	(608) 264-5261
POD	Eau Claire	WI	54701	500 South Barstow Street, Room 17	(715) 834-9012
BO	Milwaukee	WI	53202	517 East Wisconsin Ave., Room 246	(414) 291-3941
DO	Minneapolis	MN	55403	100 North 6th Street	(612) 349-3550
BO	Springfield	IL	65806	Four North, Old State Capital Plaza	(217) 492-4416

(CONTINUED)

	REGION	CITY	STATE	ZIP CODE	ADDRESS	COMMERCIAL TELEPHONE NUMBERS FOR PUBLIC USE ONLY
	RO	Dallas	TX	75235	1720 Regal Row, Room 230	(214) 767-7643
	DO	Dallas	TX	75242	1100 Commerce Street, Room 3C36	(214) 767-0605
	POD	Marshall	TX	75670	100 South Washington Street, Room G-12	(214) 935-5257
	BO	Ft. Worth	TX	76102	221 West Lancaster Ave., Room 1007	(817) 870-5463
	DO	Albuquerque	NM	87110	5000 Marble Avenue, N.E., Room 320	(505) 766-3430
	DO	Houston	TX	77054	2525 Murworth, Room 112	(713) 660-4401
	DO	Little Rock	AR	72201	320 West Capitol Ave., Room 601	(501) 378-5871
	DO	Lubbock	TX	79401	1611 Tenth Street, Suite 200	(806) 743-7466
	BO	El Paso	TX	79902	4100 Rio Bravo, Room 300	(915) 541-7586
VI	DO	Harlingen	TX	78550	222 East Van Buren Street, Room 500	(512) 423-8934
	BO	Corpus Christi	TX	78408	3105 Leopard Street	(512) 888-3331
	DO	New Orleans	LA	70112	1661 Canal Street, 2nd Floor	(504) 589-6685
	POD	Shreveport	LA	71101	500 Fannin Street, Room 141	(318) 226-5196
	DO	Oklahoma City	OK	73102	200 N. W. 5th Street, Room 670	(405) 231-4301
	POD	Tulsa	OK	74103	333 West Fourth Street, Room 3104	(918) 581-7495
	DO	San Antonio	TX	78206	727 East Durango Street, Room A-513	(512) 229-6250
	POD	Austin	TX	78701	300 East 8th Street, Room 780	(512) 482-7811
	RO	Kansas City	MO	64106	911 Walnut St., 23rd Floor	(816) 374-5288
	DO	Kansas City	MO	64106	818 Grande Ave.	(816) 374-3319
	BO	Springfield	MO	65806	309 North Jefferson, Room 150	(417) 864-7670
	BO	Sikeston	MO	63801	731A North Main Street	(314) 471-0223
	DO	Cedar Rapids	IA	52402	373 Collins Road NE	(319) 399-2571
VII	DO	Des Moines	IA	50309	210 Walnut Street, Room 749	(515) 284-4422
	DO	Omaha	NB	68102	300 South 19th Street	(402) 221-4691
	DO	St. Louis	MO	63101	815 Olive Street, Room 242	(314) 425-6600
	DO	Wichita	KS	67202	110 East Waterman Street	(316) 269-6571
	RO	Denver	CO	80202	1405 Curtis Street, 22nd Floor	(303) 837-5763
	DO	Denver	CO	80202	721 19th Street, Room 407	(303) 837-2607
	DO	Casper	WY	82602	100 East B Street, Room 4001	(307) 261-5761
VIII	DO	Fargo	ND	58108	657 2nd Avenue, North, Room 218	(701) 237-5771
	DO	Helena	MT	59601	301 South Park Avenue, Room 528	(406) 449-5381
	DO	Salt Lake City	UT	84138	125 South State Street, Room 2237	(801) 524-5800
	DO	Sioux Falls	SD	57102	101 South Main Ave., Suite 101	(605) 336-2980
	RO	San Francisco	CA	94102	450 Golden Gate Avenue	(415) 556-7487
	DO	San Francisco	CA	94105	211 Main Street, 4th Floor	(415) 974-0642
	BO	San Jose	CA	95113	111 West St. John Street, Room 424	(408) 275-7584
	POD	Oakland	CA	94612	1515 Clay Street, Room 947	(415) 273-7777
	DO	Fresno	CA	93721	2202 Monterey Street	(209) 487-5189
	POD	Sacramento	CA	95814	660 J Street, Room 215	(916) 440-2956
	DO	Las Vegas	NV	89101	301 E Stewart	(702) 385-6611
IX	POD	Reno	NV	89505	50 S. Virginia Street, Room 107	(702) 784-5268
	DO	Honolulu	HI	96850	300 Ala Mona, Room 2213	(808) 546-8950
	BO	Agana	Guam	96910	Pacific Daily News Bldg., Room 508	(671) 477-8420
	DO	Los Angeles	CA	90071	350 S. Figueroa St., 6th Floor	(213) 688-2956
	BO	Santa Ana	CA	92701	2700 North Main Street	(714) 836-2494
	DO	Phoenix	AZ	85012	3030 North Central Avenue, Room 1201	(602) 241-2200
	POD	Tucson	AZ	85701	301 West Congress Street, Room 3V	(602) 792-6715
	DO	San Diego	CA	92188	880 Front Street, Room 4-S-29	(714) 293-5440
	RO	Seattle	WA	98104	710 2nd Ave., 5th Floor	(206) 442-5676
	DO	Seattle	WA	98174	915 Second Avenue, Room 1744	(206) 442-5534
	DO	Anchorage	AK	99513	701 C Street	(907) 271-4022
X	BO	Fairbanks	AK	99701	101 12th Avenue	(907) 456-0211
	DO	Boise	ID	83702	1005 Main St., 2nd Floor	(208) 334-1696
	DO	Portland	OR	97204	1220 S. W. Third Avenue, Room 676	(503) 294-5221
	DO	Spokane	WA	99201	W920 Riverside Avenue, Room 651	(509) 456-5310

DISASTER AREA OFFICES (DAO)

DAO 1	Fairlawn	NJ	07410	15-01 Broadway	(201) 794-8195
DAO 2	Atlanta	GA	30303	75 Spring Street, S.W., Suite 822	(404) 221-5822
DAO 3	Grande Prairie	TX	75051	2306 Oak Lane, Suite 110	(214) 767-7571
DAO 4	Sacramento	CA	95825	77 Cadillac Dr., Suite 158	(916) 484-4021

REGIONAL OFFICE (RO)   DISTRICT OFFICE (DO)   BRANCH OFFICE (BO)   POST-OF-DUTY (POD)

SBA Form 348 (4-83)   Previous Editions Are Obsolete

James R. Gleason

Entrepreneurship Education Efforts of IDECC: The Ohio State University

IDECC, Inc. is a non-profit research and development center, affiliated with The Ohio State University. Addressing the marketing and management functions of business, IDECC's primary roles are:

- Occupational research
- Curriculum development
- Instructional materials development

A full range of materials are provided for use in a variety of settings, ranging from high school vocational programs to in-house training programs. IDECC's recently established Training and Development Division will significantly increase the center's ability to serve the needs of postsecondary and adult education.

The IDECC instructional system incorporates some 1500 research-based competencies, ranging from basic entry-level skills to sophisticated management concepts. For training and instructional purposes, the competencies have been divided into eleven instructional areas:

- Advertising
- Communications
- Display/Visual Merchandising
- Economics/Marketing Concepts
- Human Relations
- Management
- Mathematics
- Merchandising
- Operations
- Product/Service Technologies
- Selling

Although not 100% discrete, use of eleven instructional areas provides a logical organizational framework for instructional delivery.

Using IDECC's computer software, it is possible to identify competencies, in an instructional sequence, for various levels of many different industries. Job titles are easily arranged to provide a career "ladder" from entry through upper management. IDECC provides instructional modules, media, computer-based test bank, and other materials to support most of the competencies.

The system currently addresses the management component of entrepreneurship in a relatively comprehensive manner. Competency clusters in management include such major topics as:

- Personnel employment, training and evaluation
- Employee morale and motivation
- Management policies and business organization
- Business facilities and image
- Customer services
- Controlling expenses
- Budgeting and recordkeeping

Additional research and development activities are underway to identify specific competencies related to the "ownership" aspect of entrepreneurship.

IDECC's Training and Development Division has initiated several additional projects that may be of interest in entrepreneurship education. These include occupational research studies addressing the "ownership" aspect of careers. The studies will result in a validated list of competencies appropriate for entrepreneurship training in most industry areas.

Several adult-oriented short courses are under development and scheduled for release in early 1984. This "Performance Fundamentals" series, developed by Dr. Barry Reece of Virginia Tech, includes courses such as:

- Contact: Making Positive First Impressions
- Sales Effectiveness Training
- Fundamentals of Effective Supervision

Finally, IDECC is currently studying proposals for a nationwide chain of "Training and Development Centers." If approved, the Centers will be developed in conjunction with public and private educational institutions. Each Center would, in effect, become a major source of marketing and management education for vocational students, industry, would-be-entrepreneurs, and other "adult" learners.

IDECC's commitment to entrepreneurship and adult education has been evident throughout its twelve year history. The recent establishment of the Training and Development Division, however, has added renewed emphasis, significantly increasing the allocation of resources to these growing areas of interest.

For additional information, contact Dr. James R. Gleason, Executive Director, 1564 West First Avenue, Columbus, Ohio 43212.

National Association For The Advancement Of Black Americans In Vocational Education

September 21, 1983

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Ferman B. Moody
National Center for Res. in Voc. Ed.
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NATIONAL ENTREPRENEURSHIP EDUCATION FORUM

by
Ferman B. Moody, President
NAABAVE

Type of Organization

NAABAVE is an independent, self-regulated, non-governmental, non-profit, professional association representing Black Americans in all facets of vocational/technical education.

Type of Training

As a professional association NAABAVE promotes and facilitates training through workshops, conferences, and seminars. Its members are professionals within secondary, postsecondary, and university institutions as well as in private agencies. NAABAVE has worked cooperatively with professional agencies such as the American Vocational Association, the National Center for Research in Vocational Association, state departments of education, and local education agencies in providing leadership development activities through workshops and seminars to its members and constituencies.

Policies

NAABAVE membership is open to everyone, including majority and minority populations who are interested in facilitating its mission. In fact, membership over the years has involved several white and minority Americans (other than Black) in vocational education.

Location

While NAABAVE is incorporated as a private professional association in the District of Columbia (Washington, DC), it has national, state, and local affiliates.

Resources

The major resource that is used to help NAABAVE facilitate its mission is its membership. In addition, NAABAVE provides technical assistance, a quarterly newsletter, personal referrals for hiring/promotion of Blacks and other minorities and provides professional consultant services to national, state and local agencies, including business and industry.

NAABAVE strongly encourages and supports entrepreneurship activities at the national, state and local levels that will enhance the advancement of Blacks and other minorities in vocational/technical education, including entrepreneurship. For example, entrepreneurship occupied a major block of time during our annual AVA/NAABAVE convention in St. Louis in December 1982. The presentations and discussions during this session were designed to raise the consciousness of vocational educators of the role that entrepreneurship concepts can play in facilitating minority business ownership. The proceedings of the session are available through the ERIC system in vocational education.

For further information please contact:

Dr. Ferman B. Moody
President NAABAVE
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Rd.
Columbus, OH 43220

PRESENTATIONS:

STAGE FOUR SUPPORT GROUPS

AMERICAN COUNCIL ON EDUCATION

Office on Educational Credit and Credentials

Dorothy Fenwick

Introduction

The role of the American Council on Education in the development of institutional awareness of entrepreneurship education has resulted in a number of program activities which are explained in greater detail in the following paper. The role of higher education in supporting the need for entrepreneurship education is another example of higher education's response to a specific national need. The Council itself was established by a group of presidents who volunteered the resources of their institutions during World War I to their former colleague from Princeton, President Woodrow Wilson.

PROGRAM ON NONCOLLEGIATE SPONSORED INSTRUCTION

During the past four decades, the American Council on Education has evaluated more than 6,000 competency based training courses in skill areas easily transferable to business and industry. Since 1974, another 2,200 industry based courses have been added to this group through the Program on Noncollegiate Sponsored Instruction. These evaluations, which establish the equivalencies of learning outcomes to a campus based course, are made by subject matter specialists, usually drawn from faculties of postsecondary institutions thoughout the United States. The results are published in the National Guide to Educational Credit for Training Programs.

What is relevant to the small business entrepreneur is that these evaluations not only identified the skills developed through these training departments, but it also made business aware of the resources within higher education to deliver similar training courses. The network developed through the American Association of Community and Junior Colleges demonstrates the resources which are available to the small business owner with limited training dollars. An example of institutional resources used to meet small business owner needs is the Sunrise Semester, established by the Henry Ford Community College. The purpose of the program is to conduct training seminars for the small business owner whose shop is located in a shopping mall. The success of the program has been such that it has been adopted by more than 20 shopping malls nationally.

The increasing demand by business and industry to establish links with postsecondary education as they recognized that their employees would, for the most part, have an ongoing need for upgraded and changing skills, led to requests from many in industry for names of institutions who would have the resources and capacity to develop content-specific courses. This larger issue of capitalizing on the possible underutilized resources and facilities of postsecondary institutions led to the development of the campus-business linkage program.

CAMPUS - BUSINESS LINKAGES

In December, 1981, senior officers from major companies met with academic representatives to identify areas of mutual interest. The meeting, co-sponsored by ACE and the American Society of Training and Development(ASTD) focused on three areas which presented problems in co-operative relationships. The range and type of campus-business linkages, common characteristics, and costs to company and institution were relatively unknown except on a case by case basis. A second

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The Office on Educational Credit, formerly the Commission on Accreditation of Service Experiences, has assumed the CASE functions of administering the GED Testing Program and of evaluating formal military training programs

area was that of professional development, for many felt that there existed a lack of demonstrated expertise in the processes of establishing collaborative arrangements. Finally, participants requested that information be maintained centrally, accessible either electronically or through routinized procedure which would insure timely distribution to all interested parties. For the small business owner, this information may be a most valuable resource for it may provide the opportunity to use the local institution, as one employer stated, "as a training arm for my company", thus reducing the training dollar investment.

Subsequently, a nationwide survey of two and four year institutions determined the types of programs and trends in both orgnaizational structure and program delivery systems. From that survey, the first edition of the Directory of Campus - Business Linkages: Education and Industry Prospering Together was complied. Published by the Macmillan Company, the Directory highlights 290 programs which detail five types of collaboration between education and industry, i.e. employee training, use of personnel, use of facilities, R & D and co-operative education. To continue the dessimmination of information, The Educational Record, published quarterly by the Council, has used its Fall edition to explore the issues surrounding human capital development, and strategies which institutions have or can do to increase its involvement and effectiveness. One example in that edition is that of the University of Alabama's Venture Clinic, an research and development component of the school of Business and Department of Mechanical engineering. The clinic is designed to work with both large and small companies in R & D, thus providing staff and facilities for clients without the resources to mount individually a similar long range effort.

A series of workshops during the 1982-83 academic year and again in 1984 provides conferences dealing with the implementation and administration of linkage programs. Co-sponsored by AACJC, ACE and a local two and four-year institution, each program was designed to work with busness people and academics in resolving the issues which inhibit local joint ventures.

As a result of these activities, the Council's target audience has been broadened from that of primarily institutional representatives to include men and women from busniness and industry whose responsibilities and needs are for the development of a more productive workforce. Both groups have special training needs in communication, identification of resources, assessment of needs and delivery systems, and the organizational and institutional skills to successfully implement a new program. Through the dessimination process, the identification of hundreds of individuals programatically involved in joint ventures have been identified and continue to supplement the data base. This network of active participants provides a national resource of providers of content-specific courses as well as developing for curriculum planners the expertise within industry on the educational needs for the future. The identification of new programs which are "state-of-the-art" and which heretofore have not been part of postsecondary institutions; the entrepreneurship which combines research and development with the needs of emerging technology.

The Campus Business Linkage program, working closely with the national office of ASTD, will continue to collect, organize and dessaminate information of programs which demonstrate the institutional capacity to increase worker productivity. These programs can range from the training for the entry level technician to managerial skills to the special needs for the dislocated worker. By operating a broadly based network of persons within business and industry, frustrated by the continually changing demands for training and development and simultaneously maintaining contact with individuals within postsecondary education, ACE intends to maximize available resources and be alert to the trends which may indicate the types of training and development required in the 90's.

1. Directory of Campus - Business Linkages may be ordered by writing to:
   Macmillan Publishing Company
   Front and Brown Streets
   Riverside, NJ 08370
   or call
   1-800-257-5755

2. Sunrise Semesters
   Dr. Robert J. Kopecky
   Director
   Center for New Directions
   Henry Ford Community College
   Dearborn, MI
   (313) 271-2854

3. Dr. Thomas Moore
   Venture Clinic
   University of Alabama
   University, AL 35486

ion Institute of Technology, 227 West 27 Street, New York, N.Y. 10001

Janice Weinman

August 29, 1983

Ms. M. Catherine Ashmore
Ms. Novella Ross
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Dear Ms. Ashmore and Ross:

President Feldman has asked me to respond to your invitation to the National Entrepreneurship Education Forum. I will be happy to represent F.I.T. at this occasion and to present some of our institution's progress in this area. At present, we are initiating the following activities in our Small Business Program:

- The Small Business Studies Program will begin on October 3, 1983. This is a series of credit bearing courses that we are offering through our Continuing Education division, the successful completion of which will culminate in an Achievement Award in Small Business Studies. Fall courses scheduled include Starting a Small Business; Financial Practices for Small Business; Business Law Basics for Small Business; and Business Law for the Artist. Starting in February we will also be offering courses on Operating a Small Manufacturing Business; Operating a Small Retail Store; and Case Studies in Small Business.

- The Career Counseling Service is being offered beginning in September to individuals interested in assessing their potential to set up their own businesses. This aspect of the program will be administered at F.I.T. by the Psychological Consultation Center of Teachers College, Columbia University. Clients will receive a preliminary interview followed by a subsequent series of four tests. The tests were chosen to provide a comprehensive profile of candidates, emphasizing basic characteristics that typify entrepreneurs. Specific appointments will be made with a counselor to interpret the results.

ored by the Board of Education of the City of New York with the cooperation of the Educational Foundation for the Fashion Industries

- The Industry Assistance Program will continue as an extension of last spring's pilot effort. We are working through a number of industry associations in New York and New Jersey to provide technical assistance to small businesses in the metropolitan area. Assistance takes the form of individual consultations between F.I.T. faculty members and the entrepreneur. Two meetings are offered on a pro bono basis to the small businessman; follow-up meetings are arranged on an individual client basis.

- The Small Business V.I.P. Lecture Series will consist of four lectures to be delivered by prominent members of the business community. Entitled the Small Business Roundtable, the series will be offered to a group of invited bank representatives, independent entrepreneurs and business managers. As we had previously discussed, the individual lectures will be bound by Chase in a monograph to be distributed to academic institutions, businesses and libraries throughout the country.

The lecture series will be held in four parts, each individual session devoted to a specific theme. It is our intention that the first lecture will be delivered by Lee Iacocca and will deal with the relationship of big to small business; the second by Mary Kay and will cover the growth from small to big business; the third by Walter Mondale and will address government's relationship to small business; and the last by William Rukeyser and will deal with the impact of small business on the nation's economic development. As currently planned the meetings will be held in November, January, March and May.

I look forward to seeing you on September 21 and taking part in the discussion.

Sincerely,

Janice Weinman

Janice Weinman
Dean of Academic Affairs

JW:sg

PRESENTATIONS:

STAGE FIVE SUPPORT GROUPS

Jan Zupnik

THE ENTREPRENEURSHIP INSTITUTE

Helping to grow new businesses

The History

Organized in 1976, The Entrepreneurship Institute (TEI) is an independent, non-profit organization which assists and encourages entrepreneurship and new enterprise development.

Since its inception, TEI has held Community Entrepreneurial Development Projects in key cities in the midwest, south and southwest. Future plans include:

- Continue to implement programs on an annual basis in the communities where our entrepreneurial development projects can contribute to the creation or growth of new firms and new jobs.
- Expand the number of communities reached by these projects, with focus on slow growth communities.
- Create a national awareness of the entrepreneurial career path through the marketing of a radio series about successful entrepreneurs.
- Seek to transfer TEI's unique entrepreneurial development programs to local business groups who can conduct these projects with our assistance on an ongoing basis.

The People

Assisting entrepreneurs to create innovative, high-growth companies through participation in Community Entrepreneurial Development Projects is the primary mission of The Entrepreneurship Institute.

Entrepreneurs need very practical information from sources they can trust. By bringing together the financial, legal and community resources that are essential to the success of new and young companies, TEI provides a unique service by linking the new entrepreneur into the local business and professional network.

The direct benefits to communities hosting Community Entrepreneurial Development Projects include:

- Direct access to useful local contacts who have tangible resources to assist new entrepreneurs.
- The establishment of a network of colleagues, contacts and experts to aid the emerging entrepreneur.
- Improvement of the communications network among local business development resources involved in the projects.
- The opportunity for local communities to demonstrate their support of free enterprise and to improve the "entrepreneurial environment."
- The development of one-to-one business relationships between entrepreneurs and local resource groups and individuals.
- The stimulation of the actual start-up and growth of companies which provide employment opportunities and an expanded tax base.

Entrepreneurs participating in these projects have consistently rated them as exceptional in quality of practical instruction, and as highly useful networking tools for making contacts with key community professionals.

The Process

The development of Community Entrepreneurial Development Projects begins seven months in advance of the forum with the formation of the local steering committee. This committee, which serves as the nucleus of the network which will reach out to the entrepreneurial community, is made up of prominent and successful entrepreneurs, presidents of local banks which have funds for new companies, and partners from local accounting and law firms. Other resource persons are brought in upon the advice of the steering committee.

As the forum is being designed, TEI professionals begin the process of identifying the entrepreneurs and potential entrepreneurs within the community who are ready to act upon their new enterprise plans. These individuals are identified through the implementation of a sophisticated marketing campaign which centers around project activity. Marketing literature is prepared which appeals to those psychological and demographic characteristics that TEI has found describe the entrepreneur. For example, most are between the ages of 30 and 44, live in a city, have some college education and feel a strong drive to be independent.

During the course of the campaign, the TEI marketing staff screens approximately 400 to 500 individuals who respond to our advertising. In one-on-one discussions, marketing professionals help them determine if the program will be beneficial to their ultimate business goals.

The 100 to 150 highly-motivated and qualified registrants who do attend receive very practical information, contacts and business advice from the 50 or more top local business professionals and experienced entrepreneurs identified and recruited through the steering committee.

The Forum

TEI's intensive, action-oriented forums are the culmination of months of planning, research and interaction with the local business network. Running from 8 a.m. on the first day until early evening, the program provides a concentrated opportunity for new entrepreneurs to obtain practical instruction on beginning and/or expanding their enterprises. By 5 p.m. the second day when the program concludes, faculty and participants have absorbed about as much information and interaction as is humanly possible.

But the communication process doesn't stop at the conclusion of the forums. As a result of the lectures, workshops, one-on-one discussions and informal exchanges between faculty and registrants, new business and professional relationships are set into motion. The forum enables TEI to put together the potential for new firms in a structured situation where those asking the tough business questions are brought together with the experienced professionals who can answer them. The contacts made as a result of forum participation have been consistently rated "invaluable" by participants. New companies and new jobs result directly from TEI's Community Entrepreneurial Development Projects.

The Results

Results of evaluation surveys of 46% of participants from Institute programs held during the period January 1980-June 1981 (an 18-month period of economic recession) indicate total direct new job creation (actual and planned) of 585 new jobs. Nearly 80% of these jobs are being generated by the 63 new companies started by participants at The Entrepreneurship Institute's programs. Many additional jobs are anticipated as these young firms grow and expand. The average program cost to create each of these jobs is less than $500 per job.

In addition, entrepreneurs participating in our Community Entrepreneurial Development Projects have an outstanding record of success in securing financing for their businesses. For example, three out of four participants in these projects during the same period of extremely high interest rates were successful in obtaining financing from sources to whom they submitted a written business plan. A total of $15.6 million was obtained. Four out of ten entrepreneurs seeking venture capital for the start-up or early stage funding of their businesses succeeded in obtaining a portion of the financing requested. A total of $10.8 million was obtained. We believe these results are significantly higher than national averages.

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OTTO
OHIO TECHNOLOGY TRANSFER ORGANIZATION

THE OHIO TECHNOLOGY TRANSFER ORGANIZATION

An Overview

By:

R.E. Bailey
Director of OSU/OTTO and
Professor of Mechanical Engineering
Linda Cooper
Research Assistant
Karen Kramer
Research Assistant

For:

National Entrepreneurship Education Forum
National Center for Research in Vocational Education
The Ohio State University
September 21-22,1983

History

- Started in 1978 as a network of eleven two year colleges and OSU under the auspices of the Ohio Board of Regents to help Ohio's small business community with energy problems.
- In 1979 the mission was expanded to include all types of business problems plus assistance to state and local governments.
- In 1982 the network was expanded to 13 colleges, Cleveland State University and the University of Cincinnati with full time management specialists in Cleveland and Cincinnati and an engineering specialist at OSU.
- In 1983 OTTO transferred to the Ohio Department of Development and appropriations expanded to include all of Ohio's 24 publicly supported two year technical and community colleges.

Major Goal

- Enhance the economic development of Ohio's businesses and industries by acting as a broker of technical and business information, using the resources and expertise found in Ohio's colleges and universities, state and federal agencies, business and business associations.

Operational Concepts

- Work toward economic development of Ohio while building on local capabilities and addressing local needs.
- Establish one-on-one relationships for the transfer of technical and business information.
- Shorten response time to the client.
- Continually refine responses to clients needs while presenting the widest range of options.
- Know the clients, gain their trust, and understand their working environment.
- Use advanced information technology.
- Cooperatively build on existing information and assistance networks.
- Develop quality assurance techniques and measures of effectiveness.
- Increase OTTO's visibility to enhance its availability.
- Make use of faculty in Ohio's institutions of higher education.

Future Directions

- Become fully integrated into Ohio's economic development activities and services.
- Fulfill OTTO's new mandate (1983) to be involved with training/education, technical assistance, research, and the development of an urban database while expanding the OTTO network to include all the state supported two year technical and community colleges.
- Discover and encourage the development of centers of expertise at Ohio's universities and colleges.
- Strengthen and expand the support to OTTO by Ohio's universities.
- Improve "turn-around-time" with a computerized information network.
- Single out those business/industrial sectors of the state which could use concerted help from OTTO.
- Help establish a Small Business Development Center for Ohio.
- Expand oportunities for international joint ventures for Ohio's small to medium sized firms.

Synopsis of 1982 Activities

1982 was the third full year of operation for the Ohio Technology Transfer Organization. There was a 55% increase in the number of requests submitted by Ohio businesses to OTTO agents in 1982, and a 147% increase in the value of economic benefits attributable to OTTO assistance as reported by clients.

One quarter of the 777 projects in 1982 pertained to marketing or procuring products or services . One particularly successful case in this category resulted in the creation of 15 new jobs when the firm expanded production. The firm credits their OTTO agent with the expansion because of the assistance he provided in locating new markets for their product, and because he was instrumental in linking them with the financial institution which provided them with an expansion loan.

Other business management projects generally included brokering information on such topics as standards, specifications and regulations, financing, computerizing business operations, management methods (popular topics in 1982 were statistical quality control and quality circles), and business start-up guidelines. Thirty-four percent of the 1982 requests fell into this catchall category. It is noteworthy that 28 individuals who started businesses in 1982 received personal assistance from their local OTTO agent.

Business management specialists at the University of Cincinnati and Cleveland State University helped agents in their region respond to about 20% of the management-related requests. In one case the specialist worked closely with an international marketing and trading firm advising them on how to attract financing. Another business specialist project involved a large multi-shop market that needed to lower its overhead expenses.

Technical requests comprised 31 percent of all the problems submitted in 1982. They can be identified as relating to one of the following four categories: materials, production techniques or processes, energy or energy conservation, or general engineering problems.

Twenty-six percent of the technical requests (8% of the total) were for help identifying materials - such as adhesives, corrosion inhibitors, alloys, composites, or plastics - with special properties.

Twenty-three percent of the technical requests (7% of the total) were related to production processes, such as welding, laser machining, and computer-integrated manufacturing. The two part-time engineering specialists at OSU assisted agents with approximately 10% of the technical problems. Many of these had to do with industrial processes. One firm which manufactures grinding wheels had a problem separating the wheels from the aluminum forming discs after the forming process and asked OTTO to find a lubricant that would enable them to separate easily. When an adequate releasing agent was not found an engineering specialist was asked to offer alternative solutions. He examined the problem and offered three possible solutions.

Questions or problems relating to energy or energy conservation comprised 16% of the technical requests (5% of the total). Some related to the use of solar energy for both thermal and electrical needs, but most pertained to increasing energy efficiency through boiler operation, electric load management, or other conservation techniques.

Thirty-five percent of the technical requests (11% of the total) are grouped under the catch-all category of "other engineering problems." In this category there were no two questions alike. There were questions on computer-aided design and manufacturing, instrumentation, machinery design, plant layout, plastic recycling, testing, and welding, to name a few.

The final request category is training. Ten percent of the 1982 requests pertained to employee training. While these are generally turned over to the continuing education departments at the agent's school, there are cases where the agent or a faculty member had the expertise to provide the required information during a site visit.

1982 was, in all, a successful year for the Ohio Technology Transfer Organization. A greater awareness was created within the Ohio business community as well as within the college and university community. Six hundred and eight firms received assistance on 777 requests. A summary of OTTO's client profile for 1982 follows and shows that better than 50% of the firms assisted had 19 or fewer employees—definitely the entrepreneurial class.

Client Profile

Employment Class Size	Percent of OTTO Clients	Percent of Ohio Establishments
1 - 4 employees	30%	51%
5 - 9 employees	9%	21%
10 - 19 employees	17%	13%
20 - 49 employees	17%	9%
50 - 99 employees	8%	3%
100 - 249 employees	11%	2%
250 - 499 employees	3%	1%
500+ employees	5%	1%

INSTITUTE FOR AMERICAN BUSINESS

MINORITY ENTREPRENEUR ASSESSMENT RESEARCH

Robert L. Brantley
Associate Director-Research
July 15, 1983

The Concept

No one has yet found reliable ways to identify, or improve the performance of the entrepreneur -- the person looked to to obtain resources, risk them, and manage them in such a way that a viable, sustained, employment-generating entity is established. The Institute proposes to conduct research on the assessment process in order to begin to correct this serious deficiency. The purpose of the research would be to explore, identify, isolate, clarify, measure and better understand the personal entrepreneurial characteristics associated with successful entrepreneurship.

The Institute proposes to conduct the entrepreneur assessment research by drawing on existing knowledge. To this end, the Institute proposes to develop a national coalition of academicians, researchers, and minority entrepreneurs for the purpose of assembling and analyzing existing systems and models. Further, the Institute proposes to develop alternative models of assessment processes and propose the next steps in the development of meaningful assessment processes for minority entrepreneurs.

The Need for Minority Entrepreneur Assessment

Minority entrepreneur assessment can aid in the identification of minority entrepreneur potential and in the diagnosis of individual entrepreneur development needs so that training and development efforts can be invested more efficiently. It can also act as a powerful stimulant to entrepreneur development, providing self-insight into problem areas and identifying possible development actions. In addition, it can increase the accuracy of initial selection of potential entrepreneurs, which will give the minority entrepreneur development practioner better material with which to work.

The Purpose of Assessment

- To explore, identify, isolate, clarify, measure and better understand those "personal entrepreneurial characteristics" which are associated with successful entrepreneurship and which indicate entrepreneurial potential.

- To identify existing minority enterprise which have high success potential for expansion and/or diversification because of the presence of "personal entrepreneurial characteristics" in the enterprise decision-maker(s).

- To identify and/or develop behavioral training approaches designed to improve entrepreneurial effectiveness through behavior change (as opposed to formal business skill training), test their impact and determine on the basis of empirical significance whether and how behavioral training does improve entrepreneurial performance.

The Need for Assessment Research

A basic premise of the Institute for American Business is that there is a missing link in the process of minority enterprise development which must be present in order for development efforts to succeed. Concerned agencies, while providing important components for stimulating minority enterprise - the person we look to to obtain resources, risk them, and manage them in such a way that a viable, sustained, employment-generating entity is established.

We have not yet found reliable ways to identify such persons and we do not yet know enough about how to improve their performance. This is a serious deficiency which often negates the effective mobilization of resources for the development of minority businesses in America. Providing this missing element is a primary need for entrepreneurial assessment research, and a vital part of the mission of the Institute for American Business.

Why This Project is Important

The proposed IAB Minority Entrepreneur Assessment Research project is important for four vital reasons:

1. This project goes beyond the traditional application of assessment technology for supervisory and managerial selection; to the identification and development of entrepreneurial potential.

2. This project is specifically intended to focus on the identification and development of entrepreneurial potential in the American minority population; thereby, helping to fullfill priority social and economic development objectives for America.

3. The new technology, and the creative application of existing assessment technology, that will emerge from this project will have broad transferable application to many sectors of American society, both in the public and the private sectors.

4. Convening a National Task Force on Minority Entrepreneur Assessment Research will stabilize the work that has been done to date, focus the use of current resources, and initiate a new level of strategies to meet the challenges of the future.

A SUGGESTED BUSINESS-EDUCATION DELIVERY SYSTEM FOR FOSTERING ENTREPRENEURSHIP EDUCATION

Dr. Donald M. Clark, President
National Association for Industry-Education Cooperation (NAIEC)

In recent years, we have been confronted with a proliferation of articles, public economic development policy statements, task forces, forums and research groups reporting on entrepreneurship as an approach to revitalizing our nation's economy and a promising career alternative for youth and adults.

Despite the broad visibility given to the role of entrepreneurship in job creation and career opportunities, the national response to the neglect of appropriate education and training for new and small businesses, has been inconsequential, for the most part, particularly in considering an appropriate entrepreneurship delivery system. There is, however, a growing interest in the role of business-education joint efforts in establishing a system designed to further the development and implementation of a comprehensive and articulated entrepreneurship education program at the local and state levels. The National Association for Industry-Education Cooperation (NAIEC) advocates a delivery system through which the schools and the private sector can effectively share their resources in promoting entrepreneurship education.

More specifically, there is a need for developing a coherent, cost-effective structure that brings together the clout of the private sector and education for a coordinated long term effort in fostering school improvement (academic and vocational) and, in turn, local economic development. The proven model for industry-education joint action in these two priority areas is the Industry-Education Council (IEC), a major component of NAIEC's national program. This type of structure is designed to channel the volunteer resources of business -- personnel, facilities, materials and equipment -- into entrepreneurship education in an organized and systematic manner, in contrast to the typical fragmented, uncoordinated, and duplicative approach to using business resources in the schools.

The Industry-Education Council, an umbrella advisory group to local public and postsecondary education institutions, is composed of representatives from small business, large corporations, the Chamber of Commerce, chief school officers, economic development agencies, employment and training, labor, government, and the professions. These decision makers work cooperatively in refocusing/redirecting the total school program -- of which entrepreneurship education should be a significant component -- so that it is more responsive to student needs (to include special groups such as displaced workers) and planning in job creation.

In establishing a comprehensive and articulated entrepreneurship curriculum -- one that links the public schools with postsecondary institutions -- an Industry-Education Council can play an effective and direct role in (1) cooperative planning to include needs assessment and goal statements; (2) curriculum development; (3) in-service training of school staff; (4) upgrading materials and equipment; (5) developing an occupational information system; and (6) providing work experience in small business operations. The Council also is a vehicle to facilitate technical assistance, research, clearinghouse and incubator activities. The U.S. Small Business Administration's report on Entrepreneurial Education: A Focus for the '80s -- Strategies for Implementation (November 1981) highlights the role of the Industry-Education Councils in its discussion on linkage activities.

Industry-Education Councils have been operational in such states as New York, California, Colorado, Iowa, Arizona, Maryland, Michigan and South Carolina over the past 15 years. They have assisted schools in infusing career education into the regular K-12 curriculum, which includes entrepreneurial subjects. However, there is a priority need for a more intensive and broader based effort in elementary and secondary education and adult education programs in providing students with an awareness of careers for the self employed and opportunities to explore a variety of small business operations.

At the two and four year postsecondary level, there is little available data, beyond the typical demonstration or exemplary projects, that reflect a comprehensive and articulated entrepreneurship education curriculum, developed as a business-education joint effort, and linked to career and vocational programs in local secondary schools.

Entrepreneurship education has a major role in a community's economic development plans which focus on retaining, developing, and recruiting business. The schools are the major human resource delivery system for preparing students to enter small-business operations. Yet, the current variety of "general" or "specialized" courses in entrepreneurship offered in the schools are inadequate in providing the individual with the knowledge skills, and experience required for success in small business in a highly competitive marketplace. The significant failure rate in the small business sector can be expected to continue -- counterproductive to the economic development process -- based on the current state of the art in entrepreneurship.

If the economic growth opportunities provided by small businesses are to be exploited, entrepreneurship education needs to be encouraged through the schools and implemented by the type of industry-education delivery system suggested in this paper. The process requires hard work, discipline, time, patience, commitment and resources.

The alternative is to continue to assume that successful preparation for small business can be achieved through occasional seminars, workshops and a few course offerings sponsored by educational institutions, professional groups or government agencies. This "quick fix" approach is unrealistic in the highly sophisticated marketplace of the '80s.

The potential for an effective long term business-education alliance in entrepreneurship education, outlined in this discussion, is there. The problem is that it has always been there.

THE ASSOCIATION OF PRIVATE ENTERPRISE EDUCATION

Abstract*

Lucille G. Ford

Purpose, Mission, and Implementation

The Association of Private Enterprise Education was created in 1978 by educators, many of whom held university Chairs of Private Enterprise, and business people committed to furthering economic understanding. An informal network of such individuals existed for several years before 1978. Increasing interest by colleges and universities in private enterprise programs and a desire to expand their reach and increase their effectiveness led to the creation of the Association.

The Association of Private Enterprise Education believes that individual knowledge and understanding of a society based on freedom in enterprise and personal life can provide an environment in which people can fulfill their greatest potential. The Association acts as a network. Its members gain information, interaction and support in their efforts to put into action accurate and objective understanding of private enterprise systems.

The purposes of the Association of Private Enterprise Education are to:

1. Promulgate an accurate and objective understanding of America's business system in its many aspects and its various components;
2. Act as an information exchange among those involved with private enterprise education, particularly in relation to research, teaching methods, curricula and sources of funding;
3. Advance teaching of and research in the American system of private enterprise;
4. Act as an interface to enhance communication between the university community and private enterprise as complementary and mutually supportive resources;
5. Encourage the creation of college and university programs on private enterprise education and to assist in making programs more effective;
6. Encourage and offer assistance to businessmen who may serve as visiting lecturers on college campuses; and
7. Encourage dialogue with representatives of other economic systems across the world.

The purposes of the Association are complemented by the following:

-- College and University Chairs and Centers--The Association has been instrumental in establishing Chairs and Centers of Private Enterprise in colleges and universities, which in turn develop courses and programs reaching tens of thousands of students each year. Some of these programs make scholarships available to advance study and research of private enterprise. They stand ready to help any school or community to start programs which build economic understanding.

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*Adapted from APEE publications

-- Writing--Association members write hundreds of articles and dozens of books each year for business, scholarly and general audiences.

-- Publications--Newsletters, brochures, monographs, and books are published by the Association and its members.

-- Radio, Television, Films--Members make scores of appearances each year on talk shows, news programs and documentaries. One member institution prepared study materials accompanying Milton Friedman's "Free to Choose" series on PBS.

-- National Forums and Lecture Series--Members sponsor national forums on critical issues in private enterprise and then publish their proceedings as books. Subjects have included "Business and the Media;" "The Philosophy of Private Enterprise;" "The New Politics of Private Enterprise;" "Productivity and Innovation;" and many more.

-- Teaching Teachers--Members' programs teaching teachers economic theory and how it can be taught reach thousands of teachers and millions of students each year. Many members have created extensive resource banks of books, periodicals, games, and audio visual materials for the use of teachers.

-- Employee Economic Understanding--Members go into factories, warehouses and offices to provide economic education for blue and white collar employees in union and non-union facilities. Publications and materials are developed for employee economic education programs. Hundreds of thousands of employees are reached each year in this manner.

-- Professional Economic Education--Members develop special programs for professional audiences--physicians, clergy, lawyers, journalists--to improve their economic understanding and more effectively carry out their roles as community opinion leaders.

-- Entrepreneurial Programs--Members work with entrepreneurs, helping them to start businesses and keep them going. Members have developed and teach entrepreneurship courses in colleges and universities.

-- Governmental Action--Members serve in advisory capacities to governmental bodies dealing with economic policy, taxation, and other issues on national, state, and local levels.

-- Speaking--Association members make over 2,000 speeches a year to audiences totaling hundreds of thousands.

Collectively, the Association for Private Enterprise Education and its members reach many, many people each year, from all walks of life.

The mission of the Association of Private Enterprise Education is to put into action accurate and objective understandings of private enterprise. Further, the Association and its members are committed to a future of innovation, productivity, an ever improving standard of living for all people, as well as maintaining the kind of dynamic environment which permits change and growth.

Lucille G. Ford, Ph.D.
President
September 1983

Frank Burtnett

The American Association for Counseling and Development
(formerly the American Personnel and Guidance Association)

Entrepreneurial Skills and the Professional Counselor

AACD's Special Target Audiences

The American Association for Counseling and Development represents more than 41,000 professional counselors, counselor educators and related guidance specialists. AACD's members work in schools, colleges, mental health, rehabilitation, employment and related educational and human service settings. Increasingly, however, the members of AACD are moving into private practice settings. Currently 2,880 members indicate private practice counseling as their primary work setting. This type of professional work is also a very popular part-time or supplemental work setting for our professional counselor members as 3,833 members now indicate that they are involved in private practice as a secondary work setting.

Training Needs

The majority of AACD's members hold graduate degrees from counselor education programs offered at more than 450 colleges and universities across America. Their preservice preparation consists of core courses in counseling, psychology and human development areas as well as elective studies designed to prepare them for the certification and licensure laws that govern the practice of counseling in the 50 states, District of Columbia and territories. In addition, many professional counselors have made application to become National Certified Counselors through the National Board for Certified Counselors (NBCC).

While counselor education programs are extremely adequate in preparing counselors in the counseling skills and competencies required to assist clients with their personal, social, educational and career development, most of the programs fail to prepare counselors in the business and administrative skills required by practitioners to initiate and operate a private practice. All aspects of business and financial management are needed in such training endeavors and few colleges and universiites currently offer training in these areas. AACD has attempted to serve its members by offering such training through the Professional Development Institutes (PDI) programs. The PDI program is a series of intensive institutes on selected topics offered at the annual AACD convention and at various locations around the nation.

Specific Skills Covered by AACD Training Activities

The typical agenda for a Professional Development Institute which addresses the establishment and maintenance of a private practice is outlined below:

The bases of private practice
Why private practice?
Myths about private practice counseling
Politics, philosophy and technique
The economics of private practice
Autonomy of practice, income potential, part vs. full time
Need for team - accountant, banker, lawyer
Structure of private practice - sole proprietorship, partnership, association, corporation
Initial investment - emotional, office space, equipment, secretarial, etc.
Income - personal, business, fee structure, collection
Fiscal management - checking, ledger, escrow, savings, investment
Insurance needs - personal, property, liability
Building practice - population, professional visibility, personal

Instruction Qualifications

AACD has sought trainers from the counseling discipline who have experienced the process of establishing and managing a successful private practice. The knowledge and expertise that these persons have regarding the professional aspects of a counseling practice, coupled with their personal experiences in the business, legal and management concerns of private practice, make these persons ideal trainers. Often these trainers bring legal, accounting, insurance and related experts into the institute to address subjects for which they are familiar.

Resources Materials

The following materials have been developed for use in training professional counselors in private practice matters:

Browning, C.H. Private Practice Handbook: The Tools, Tactics, and Techniques for Successful Practice Development. Los Alamitos, CA: Duncliff's International, n.d.

Criteria for Approval of Private Counseling Services. Alexandria, VA: International Association of Counseling Services, n.d.

Hendrickson, D.; Janney, S.; and Fraze, J. How to Establish Your Own Private Practice. Muncie, IN: Professional Consultants, n.d.

Lewin, M.H. Establishing and Maintaining a Successful Professional Practice. Rochester, NY: Professional Development Institute.

For additional information about private practice issues in counseling, contact Mrs. Sylvia Nisenoff, Professional Information Specialist, American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304. Telephone: (703) 823-9800.

For information about AACD training activities, contact Dr. Frank Burtnett, Acting Assistant Executive Director for Association and Professional Relations, American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304. Telephone: (703) 823-9800.

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